

## **SUPPORTING TRANSITIONS AND EDUCATIONAL PROMISE SOUTHEAST ALASKA (STEPS)**



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### **Promise Neighborhoods Implementation Grant (CFDA) Number: 84.215N**

*STEPS Alaska is a collaborative project between the Association of Alaska School Boards (AASB), Central Council of Tlingit and Haida Indian Tribes of Alaska (CCTHITA), Juneau Suicide Prevention Coalition (JSPC), Prince of Wales/United Front Collective Impact, United Way of Southeast Alaska (UW), Association for the Education of Young Children- Southeast (AEYC), University of Alaska-Southeast (UAS), Sitka School District, Juneau School District (JSD), Chatham School District (CSD), Hoonah School District, Kake City School District (KCSD), Hydaburg City Schools District (HCSD), Alaska Department of Education and Early Development (EED), Organized Village of Kake (OVK), Juneau Violence Prevention Coalition (JVPC), Aiding Women in Abuse and Rape Emergencies (AWARE), Sitkans Against Family Violence, Alaska Department of Public Safety Council on Domestic Violence and Sexual Assault (CDVSA), Southeast Alaska Regional Health Corporation (SEARHC), Health and Social Services, Alaska Mental Health Board, Volunteers of America Alaska; Healthy Voices, Healthy Choices Coalition Drug Free Community Partnership Grantee*

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### ***Successful Transitions and Educational Promise in Southeast Alaska (STEPS Alaska)***

**(A) Need for the Project:** *STEPS Alaska* partners are working together to support Southeast Alaskans so they thrive. After reviewing the disaggregated data and conducting a scan of assets in the region, partners were able to compile cradle-to-career solutions specific to each site within the Southeast corridor. Specifically, the scan included Southeast Alaska community conversations, data collected from organizational partners, inter-agency assessments, student and school staff surveys, family surveys, regional research, and collective impact assessments.

**(i) The magnitude or severity of the problems to be addressed:** Alaska's territory is known for its extreme and vast landscape. Equal to approximately one-third of the entire landmass of the United States, Alaska encompasses 587,878 square miles of land. Unlike many rural states, there are more than two hundred isolated villages ranging in population from fewer than one hundred to six thousand people. Less than ten percent of these villages and hub communities have road service. The majority population outside of hub communities is Alaska Native.

The Southeast Alaska communities included in this proposal are located in isolated, challenging areas with little access to high-quality educational and health supports. Southeast Alaska is a 600-mile-long narrow strip of mainland coastline that includes 10,000 miles of shoreline along the islands and mainland, which are separated by sounds, straits, canals, narrows, passages, and channels, but not by roads. However, for generations, the Tlingit and Haida peoples have been present on these islands and have established extensive water routes, family networks and governance structures across the region. The Tlingit and Haida people have practiced harvesting, hunting, commerce, and cross-community ceremonies for generations.

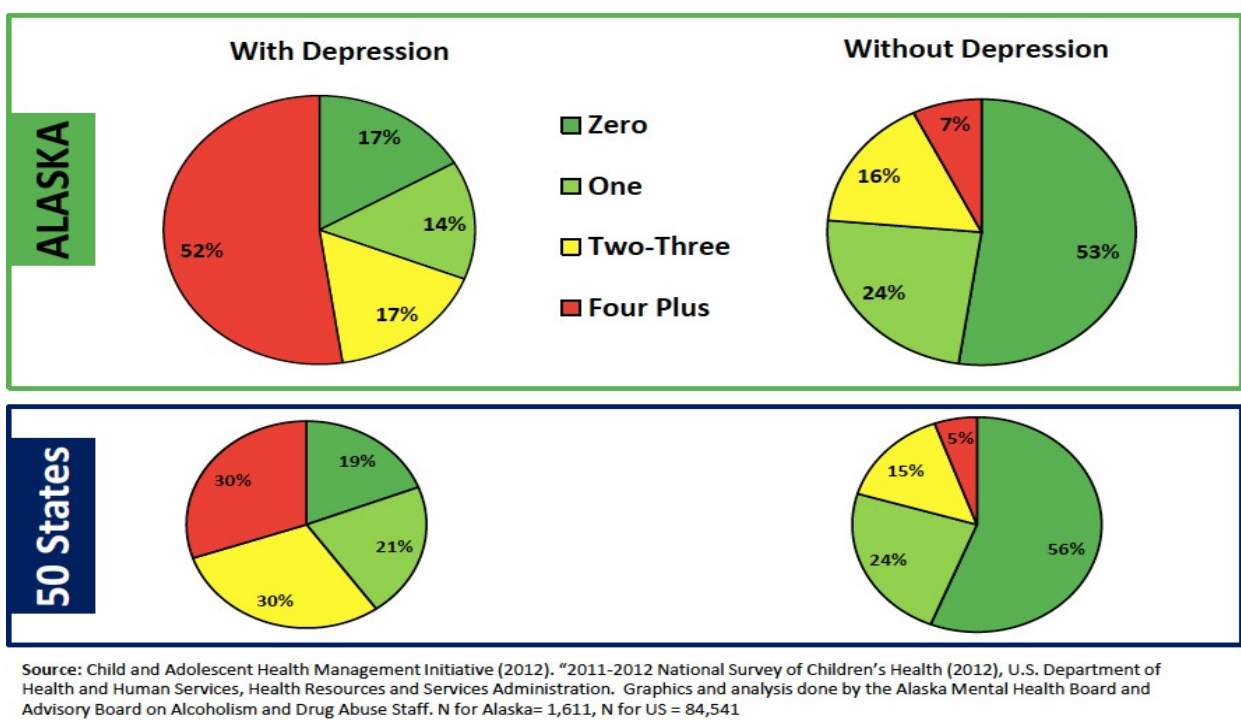
Tlingit and Haida, a lead partner for *STEPS Alaska*, is one of only two federally recognized tribes in Alaska and works hand-in-hand with sovereign tribes within Southeast Alaska recognized under the Indian Reorganization Act. In 1935, Tlingit and Haida Indian Tribes of Alaska (Tlingit and Haida) was established. Tlingit and Haida evolved out of the struggle of traditional peoples desire to retain a way of life strongly based on subsistence and to protect, preserve and advocate for the rights of Tlingit and Haida people. Tribal organizations and tribal service providers serve the corridor to enhance access to quality education, health services, employment, and other opportunities.

While stark health and safety indicators impact Alaskans regardless of race, culture, class, or geography; boarding schools, cultural disruption, and violations of rights impact Alaska Native people disproportionately. The boarding schools, designed to assimilate Alaska Native people, operated into the 1980s. The impact of boarding schools and violation of Alaska Native rights have distressed nearly every traditional practice and system. The physical and sexual abuses experienced within missionary- and Bureau of Indian Affairs-run boarding schools were made worse by disallowing traditional practices, language, and ways of life. Many of the modern-day systems continue to perpetuate inequity. The systemic and emotional abuses placed upon the Tlingit and Haida people continue to shape adverse experiences, education, health, and employment outcomes.

*Distress from Adverse Childhood Experiences:* A significant body of research has linked childhood trauma and the conditions present in high distress communities. These are often referred to as Adverse Childhood Experiences (ACE). The research on ACE is supported by the Centers for Disease Control and Prevention and has been identified as a major public

health issue to be addressed. This section provides a few examples and highlights the direct relationship between ACE and significant health and safety outcomes (Edwards, 2005; Foege, 1998; Felitti, 2009). Research indicates that higher ACEs increase the likelihood for negative outcomes. Figure 1: Provides an example of the relationship between ACE and depression, a major risk

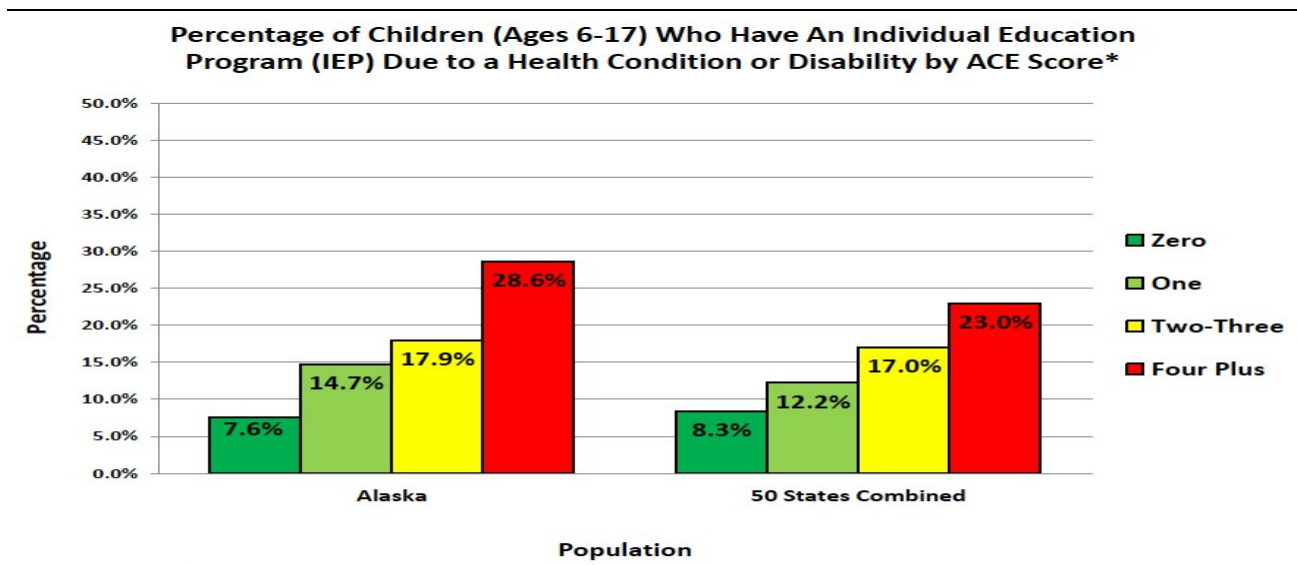
**Figure 1: Percentage of ACEs for Children (Ages 2–17) Who Have and Have Not Been Diagnosed with Depression**



factor in Alaska. Research shows that childhood experiences, both positive and negative, have a tremendous impact on violence, educational attainment, employment opportunity, and health (Kaiser Permanente, 1997). Individuals growing up in homes with a parent with un-managed mental health issues, and who witness violence, substance abuse, or an incarcerated parent, are at greater risk for poor health and educational outcomes. High ACEs and negative indicators are

seen consistently across every measure. ACEs are high within Alaska and Southeast Alaska. The impact of ACE can be seen in mental, physical, economic, and educational indicators with high rates of inter-generational transmission of ACE. Rates of ACE are reported with higher frequency in Alaska. Some 44.1% of Southeast Alaskans have two to four adverse childhood experiences, with more than 40% of children growing up with substance abuse in the household. In Alaska Native families within Southeast Alaska, 71.6% have one ACE or more. This is significantly higher than national averages, and requires tremendous resiliency for students to thrive. To reverse this trend, Southeast Alaska needs cradle-to-career supports that increase safety and allow students to participate fully in employment and educational opportunities.

**Figure 2: Percentage of Children Ages 6-17 with IEP by ACE Scores**



\*The comparison between Alaska and the 50 states combined does not necessarily indicate a statistically different level of outcome between the two populations but is displayed to show the similarity between the two samples. N=With Condition/Total . N for Alaska= 160/1,223, N for US = 7,633/64,691  
Source: Child and Adolescent Health Management Initiative (2012). "2011-2012 National Survey of Children's Health (2012), U.S. Department of Health and Human Services, Health Resources and Services Administration. Graphics and analysis done by the Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse Staff

*ACE and Educational Indicators in Alaska:* There is a negative relationship between ACE and educational determinants, including low attendance, homework completion, excitement in learning, and other factors that can be seen across all ACE data. **Figure 2** illustrates one of these

relationships: ACE and individualized education plans (IEP) due to health or disability.

*ACE and Health Indicators in Alaska:* With the high number of ACE, Southeast Alaska and Alaska Native community members face high risks. Alaska Native students in Southeast Alaska have less physical activity and higher likelihood for obesity than their national counterparts (YRBS, 2016). Nationally, 13% of students are in the 95<sup>th</sup> percentile for obesity. In Southeast, 20.9% of Alaska Native Students (YRBS, 2015) are reported to be obese with another 16% overweight. Only 13.5% of Alaska Native students in Southeast Alaska were physically active for 60 minutes or more in the prior seven days. This is significantly less than students nationally. Children with high ACE have significantly less access to medical services, or a medical home and are more likely to have mental health diagnoses, aggression, or risk behaviors.

*Safety Indicators in Southeast Alaska:* Alaska consistently has the unfortunate distinction of ranking in the top three nationally for domestic violence and sexual assault. Alaska's 2015 Youth Risk Behavior Survey (YRBS), a school-based survey, reported higher than national rates of violence in traditional high schools and significantly higher rates in the alternative schools. Seventeen percent of traditional high school seniors were hit, slapped or physically assaulted during the past twelve months by a boyfriend or girlfriend. While only 3.9% of students nationally had sexual intercourse before the age of 13, 6.8% of Alaska Native students in Southeast report sexual intercourse before the age of 13 and 12% of high school seniors reported having been forced to have sex. Like most of Alaska, Southeast communities are overrepresented in extreme indicators. More than 55% of English-speaking women in Juneau reported experience with lifetime domestic violence or sexual assault victimization.

This statistic goes up 15% when expanding to the outer islands of the region. Alaska has the highest rates of domestic violence in the nation, and Southeast Alaska Native children witness 10% more domestic violence than the rest of the state (BRFSS, 2015).

*Opioid Data:* The Alaska Epidemiology Section reported in 2015 that the rate of heroin poisoning resulting in hospital admissions doubled between 2008 and 2012 and “during 2008–2013, the number of heroin-associated deaths more than tripled in Alaska, and in 2012, the rate of heroin-associated deaths in Alaska was 42% higher than that for the U.S. overall (2.7 per 100,000 vs. 1.9 per 100,000, respectively).” Admissions to publicly funded substance use disorder treatment for heroin dependence increased 58% between 2009 and 2013. The majority of those individuals seeking treatment were aged 21–29. (*Health Impacts of Heroin Use in Alaska*, State of Alaska Epidemiology Bulletin, July 14, 2015). Fortunately, we have the Governor’s Opioid Task Force and Drug Free Community grantee recipients to partner with on Southeast Alaska solutions.

*Suicide:* Nationally and in Alaska, suicide deaths outnumber homicide deaths (nationally 2-1). Alaska rates of suicide are almost double the national average with 22.5 in 100,000 versus 12.5 in 100,000 nationally (YRBS). In Southeast Alaska, this is four times the national average, 44 in 100,000. Alaska native males were 50.9 in 100,000, almost five times the national average. In Southeast Alaska, 20.4% of Alaska Native students “have developed plans to commit suicide”, with 24.4% of Alaska Native students under the age (YRBS, 2015). This compares to 14.6% nationally. The research also shows that youth who are exposed to suicide or suicidal behavior are more likely to attempt suicide, which underscores the importance of interrupting this cycle (National Suicide Prevention, 2012).

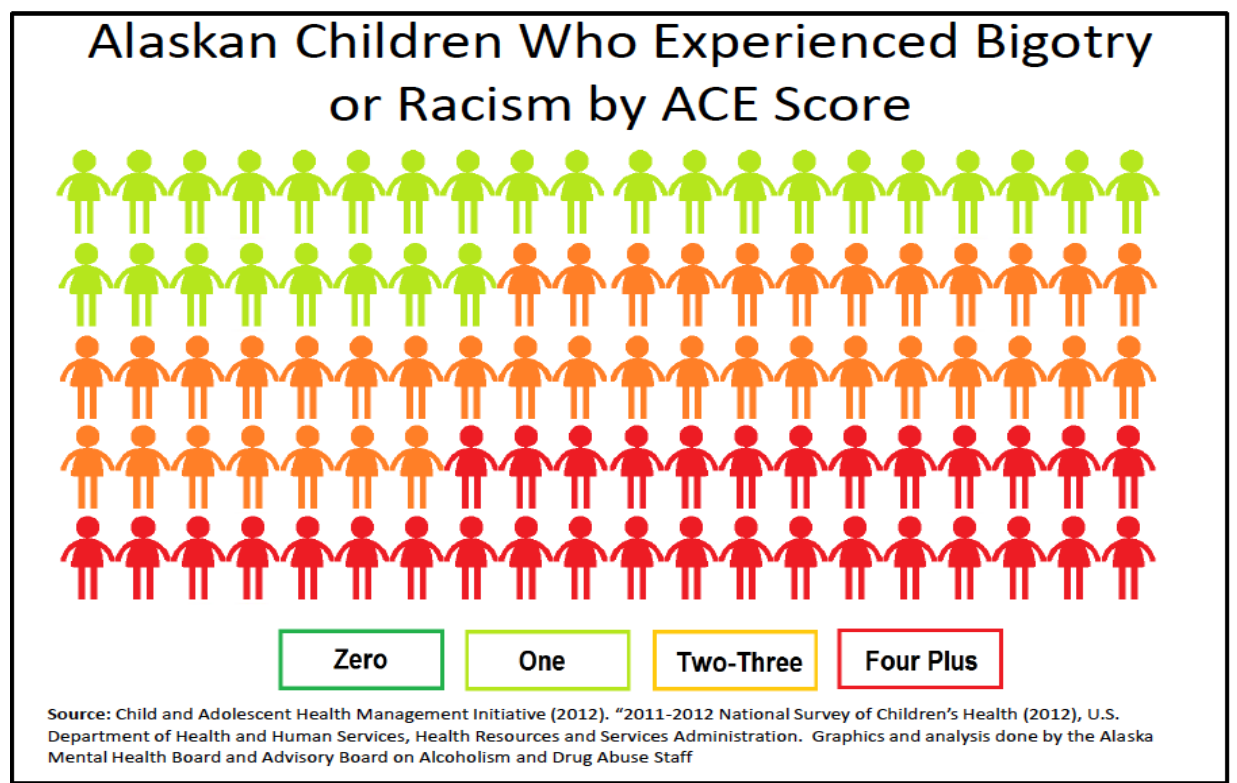


*The Impacts of Intergenerational Trauma and Education:* The impacts of intergenerational trauma can be seen through each indicator, including family violence, suicide, and substance use. *STEPS Alaska* partners have carefully chosen cradle-to-career solutions to address the symptoms of intergenerational trauma and the disparity in educational, health, and safety outcomes. While the ACE data provides a snapshot of childhood experiences for Alaska Native students, it does little to underscore some of the root causes of traumas or illustrate the racism and systemic oppression experienced by Tlingit and Haida people. Many Tlingit and Haida families have had traumatic experiences within the educational system. Families continue to feel alienated from school environments, disenfranchised from decision-making, and isolated from teaching practices and content areas. This is exacerbated by many new teachers entering classrooms unfamiliar with Tlingit and Haida cultures. Significant turnover of teachers in Southeast Alaska, minimal supports for culturally responsive training, and limited integration of cultural knowledge create schools and classrooms without cultural connectedness or cultural safety.

Both historical and contemporary factors create significant barriers to family engagement, relationship building, and linking families to children's learning. While the traumas and systemic issues with the educational system persist, Alaska Native community members are creating change. In 2015, the Alaska Native Sisterhood and other community members in Southeast voiced objections to the school texts being used in one of the regional school districts. These texts distorted or glamorized the history of boarding schools altering Native American history. These books have been removed, but schools have a considerable way to go to incorporate culturally responsive and equitable approaches, content and policies for Alaska

Native students to reduce racism. **Figure 3** highlights how students with higher ACE scores are disproportionately impacted by racism.

**Figure 3: Alaskan Children Who Experienced Bigotry or Racism by ACE Score**



*Alaska Native Students and Southeast Schools:* Schools in Southeast Alaska are complicated, interconnected, and isolated. Students from across Southeast Alaska migrate from one community to another based on family employment, health needs, education, family responsibilities, and other factors. While many schools in Southeast are an Alaska Native majority, Alaska schools are not tribally managed. Schools are state-funded and have had mixed results for students with significantly poorer academic gains for Alaska Native students.

Highly-mobile Tlingit and Haida students may experience attendance at a rural K–12 school with 80 students (majority Tlingit or Haida) and then an elementary school of 500 students

where they are the minority. Schools in rural areas may be comprised of students who share the same extended family and deep connections to social networks. Hub communities like Juneau and Sitka may have access to more employment and educational resources, but families may have fewer social connections and cultural and subsistence opportunities. Schools across the corridor have significantly different expectations for students and families. Regardless of the school location, academic and climate data indicate that Alaska Native students are not being effectively served.

**Table 1: Demographics for *STEPS* Alaska schools and Students**

School	# of students	% Alaska Native	2 or more races	Free Lunch	Title I/School-Wide	Rural (SRSA or locale)
Angoon/Klukwan (k-12)	92	93%	5%	83%	Yes/Yes	Yes
Baranof (E)	254	33%	3%	39%	Yes/No	No
Blatchley (MS)	266	29%	6%	39%	Yes/No	No
Hydaburg (k12)	80	81%	5%	88%	Yes/Yes	Yes
Hoonah (E)	65	65%	15%	73%	Yes/Yes	Yes
Dzantiki Heeni (MS)	490	23%	11%	28%	No	Yes
Keet (E)	397	29%	14%	41%	Yes/No	No
Floyd Dryden (MS)	513	17%	12%	28%	No/No	No
Gastineau (E)	314	24%	11%	40%	Yes/Yes	No
Glacier Valley (E)	394	19%	25%	52%	Yes/Yes	No
Harborview (E)	496	23%	20%	33%	No/No	No
Juneau Douglas	653	20%	5%	22%	No/No	No
Pacific (HS)	36	50%	75%	0%	Yes/Yes	No
Kake (k-12)	111	87%	0%	69%	Yes/Yes	Yes
Sitka (HS)	344	22%	5%	35%	No/No	Yes
Riverbend (E)	278	35%	12%	50%	Yes/Yes	No
Yakoosge D'akhidi (HS)	120	45%	9%	73%	Yes/Yes	No
<b>Totals/ Average</b>	<b>4,897</b>	<b>40% (1,959)</b>	<b>13% (636)</b>	<b>45% (2203)</b>	<b>67% (12 schools)</b>	<b>33% 6</b>

*Early Childhood Data Summary:* The Alaska Department of Education works with districts to collect data from four-year-olds through the Alaska Developmental Profiles. Head Start collects data with three-year olds. This data represents students entering Kindergarten. The group Parents as Teachers is also collecting data specifically with participating families and this will be

expanded through *STEPS Alaska*. One of the goals of *STEPS Alaska* will be to have a centralized data collection system to work with the many different types of pre-school staff and regional programs to collect data on three-year-olds, four-year-olds, and their families.

*Alaska Developmental Profiles:* Often students, schools, and districts lack the foundations for improving student outcomes and students do not come to school “ready to learn” (Alaska EED, 2014). Disparities in proficiency rates can be seen across the grade levels. Within the SE region in 2016-2017, 16.7% of children entered kindergarten at developmentally appropriate levels and 12.9% of children entered kindergarten at developmentally appropriate levels in 2015-2016. Yet an unacceptably high number, 87.1% of students, are not at developmentally appropriate levels.

*K–12 Indicators:* **Table 2** provides an overview of graduation and proficiency rates in Southeast Alaska. While in the past five years we have seen growth in graduation rates, few schools have been able to improve proficiency rates. These remain persistently low compared to the national average with 36.5% proficiency in language arts and 26.3% in math. Alaska Native student proficiency rates for English Language Arts average 21% with the average 14% in math with some schools. Some schools have fewer than 10% proficiency across all grades.

The average graduation rate *STEPS Alaska* schools is 92.9% but this masks that the average for Alaska Native students is 67.5%. It has increased in the past five years, but is far below national and state standards. It is clear that the current school systems within Southeast Alaska are not working. Some grade level data must be suppressed due to the small, rural village size. However, *STEPS Alaska* local education agencies (LEA) are able to see their

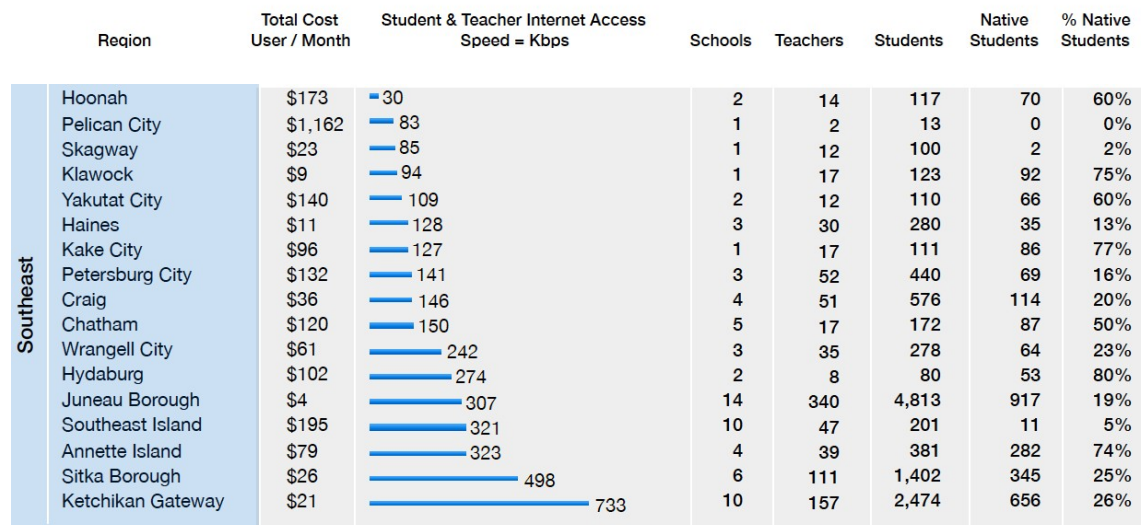
data and also use formative assessment to track growth and make quality improvements in their classrooms. Schools highlighted will be prioritized during implementation.

**Table 2: ESSA Authorized Proficiency Scores, Attendance & Graduation Rates**

School	% ELA	% Math	% AN ELA	%AN Math	Attendance	Graduation Rates
Angoon School	18.2%	11.4%	17.9%	10.3%	90.6%	100%
Klukwan School	50.0%	<=20%	*	*	83.3%	0%
Hoonah Elementary	30.3%	39.4%	30.0%	35.0%	92.2%	NA
Hoonah Jr/Sr High School	28.0%	12.0%	<=20%	<=20%	90.2%	85.7%
Hydaburg School	12.2%	9.5%	13.8%	13.3%	89.5%	100%
Dzantik'i Heeni Middle School	45.0%	33.5%	16.8%	10.1%	93.0%	NA
Floyd Dryden Middle School	43.3%	31.6%	26.2%	15.9%	92.7%	NA
Gastineau Elementary	43.1%	40.8%	16.0%	16.0%	92.6%	NA
Glacier Valley Elementary	33.5%	37.2%	13.2%	18.4%	93.2%	NA
Harborview Elementary	34.6%	46.6%	12.0%	28.0%	91.8%	NA
Juneau-Douglas High	44.5%	34.2%	27.01%	13.0%	95.1%	92.2%
Mendenhall River Community School	41.2%	43.1%	20.0%	<=10%	93.0%	NA
Yaakoosge Daakahidi Alt. H.S.	<=10%	<=10%	<=20%	<=20%	95.6%	55.6%
Kake Elementary & High School	35.0%	13.3%	33.3%	12.3%	91.1%	71.4%
Blatchley Middle School	58.0%	34%	43.8%	20.5%	92.3%	NA
Keet Gooshi Heen Elementary	57.0%	46.9%	45.2%	41.2%	93.7%	NA
Pacific High School	30.8%	<=20%	37.5%	<=20%	74.8%	23%
Sitka High School	44.4%	22.3%	27.5%	10.3%	90.4%	86.5%
<b>Average</b>	AN= Alaska Native Students This does not include students of two more race.				92.9% AN=91.6%	80.1% AN = 75%

*21<sup>st</sup>-Century Learning Skills:* Broadband internet access continues to be an issue in Southeast Alaska. The range of speed and costs make this inaccessible to many in Southeast Alaska especially in communities with a 30% to 80% unemployment rate. **Figure 4** includes the Association of Alaska School Boards broadband audit for Southeast Alaska.

**Figure 4: AASB Broadband Report**



Broadband data: Connected Nation, Alaska School Broadband Audit Report, May 2015

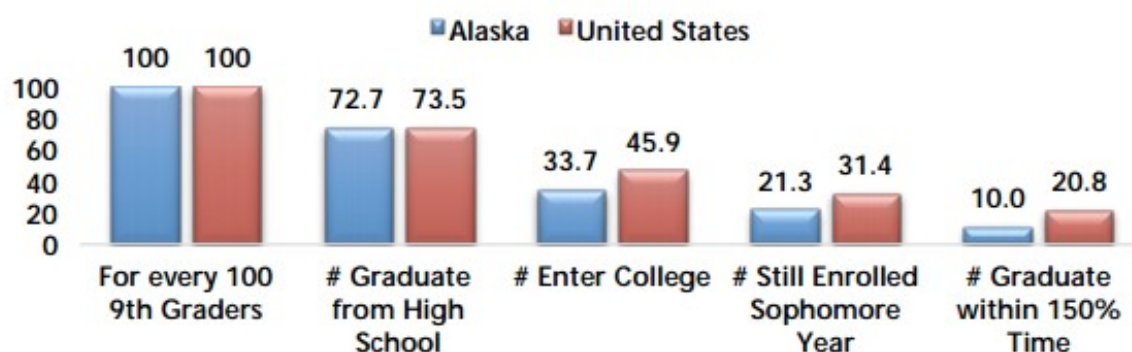
School district data: Alaska DEED, 2014-15 School Year

*STEPS Alaska* schools will provide access to students and their families so that they can meet their connectivity needs for education, employment, and day-to-day activities.

*Post-Secondary Education:* Statewide employment is expected to go up 11% by 2022 with an aging workforce. There will be job openings and demand for elder services. The fastest growing sectors include health and social assistance, oil and gas (includes mining), professional and business services, leisure and hospitality. By 2018, there will be 16,000 fewer jobs for those with only a high school degree, as college and technical certification requirements will continue to increase. Compared to residents of most other states, Alaskans are less likely to have a postsecondary degree and only 6% of post-secondary degree holders are Alaska Native. Alaskans are less likely to be enrolled fulltime in higher education and less likely to complete a degree within five years. Alaska is one of nine states for which the

percentage of adults with a college degree declined between 2000 and 2011 (McDowell Group, 2015). **Figure 5** illustrates college enrollment and dismally low completion rates for all students in Alaska.

*Figure 5: Alaska Graduation Trends*



Source: National Center for Higher Education Management Systems (NCHEMS)

Conversations with students across the region, qualitative information compiled for universities, and discussions with school district staff indicate that few students are prepared for post-secondary opportunities in terms of academics, social and emotional skills, life skills, and culture shock. For many, the thought of leaving family and villages is daunting and can be a barrier to enrollment and retention. Many times, when students enroll in systems outside of Southeast, they find they are culturally isolated and return to the region. Students report difficulties stemming from a lack of emotional, financial, and social supports as their reason.

Research compiled by the McDowell Group (2015) on Post-Secondary Education (PSE) in Southeast Alaska indicate that there are barriers to higher education, including parental mistrust of educational institutions, few local role models, minimal knowledge of opportunities, misperception of PSE, turnover in staff, infrastructure gaps including internet services, cultural complexity, a lack of student support, and a dearth of longitudinal data

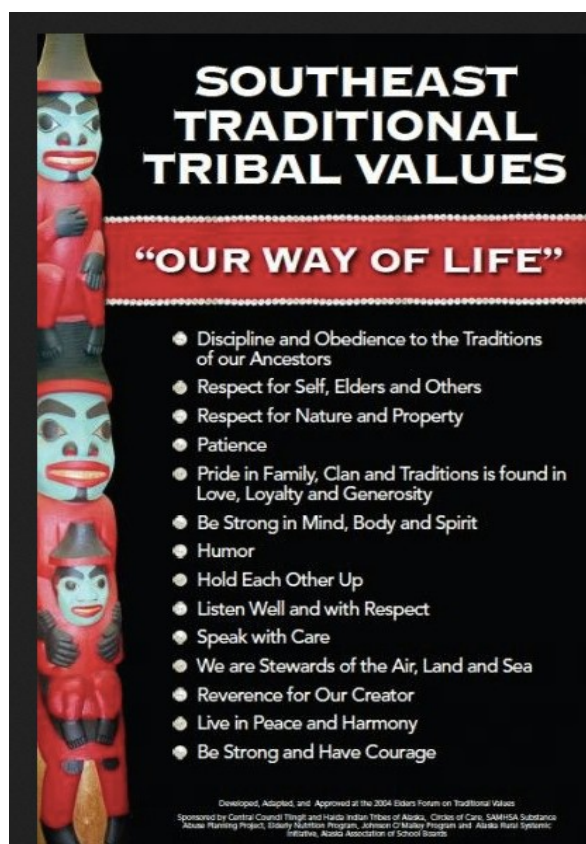
linking PSE and workforce participation. A shortage of financial aid, a mismatch between high-school preparation and PSE demands, difficult credit transfers, and inconsistent approaches to testing are consistent barriers.

The McDowell group research, school data, and the Alaska Workforce and Education Related Statistics provide insight into student needs for preparation for post-secondary education. The Post-Secondary Education and Workforce Development Group, convened by Haa Aani, will work together on *STEPS solutions* to increase PSE and retention for Alaska Native Students. Partners will ensure that opportunities are aligned within Southeast Alaska.

*Resiliency and Strength of the Tlingit and Haida People:* While collective distress and systemic injustices persist, the Tlingit and Haida people maintain a strong sense of community, rich

traditions, commitment to self-determination and a persistence to preserve and build upon the knowledge cultivated over thousands of years. Communities across Southeast Alaska, whether working cooperatively or independently, are actively dedicated to restoring Tlingit and Haida language and to infuse cultural knowledge into modern innovations. Through *STEPS Alaska* we will build upon the existing evidence base for effective cradle-to-career solutions, but it is Tlingit and Haida strength, culture, and values

**Figure 6: Southeast Traditional Values**

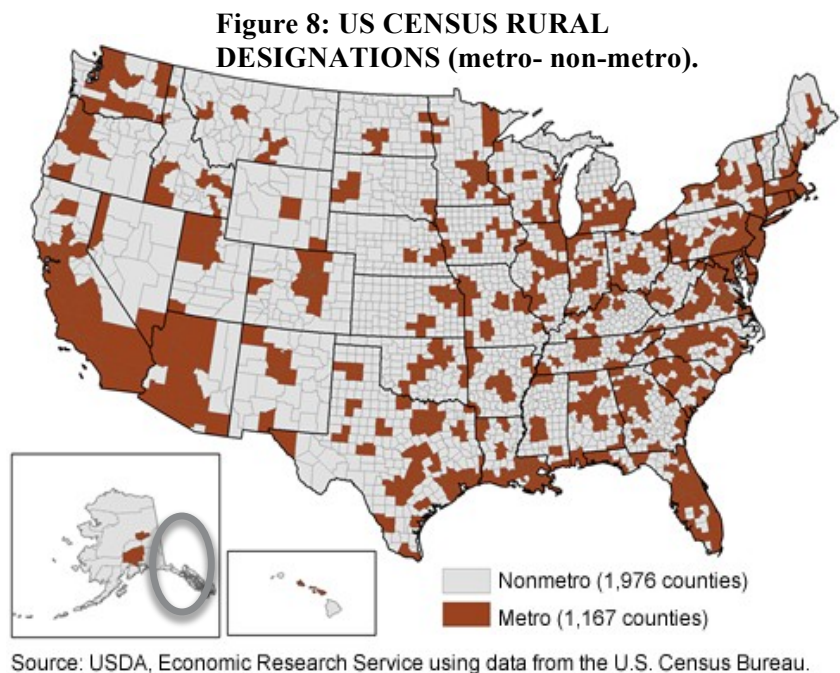






geographical region is not only linked through governance, but also through language, culture, migration patterns, access to goods and services, and economies. **Figure 7** highlights cultural and language groups of Alaska. All of the schools included in this proposal are located in the circled area on the map, which shows *Southeast Alaska, the ancestral lands of the Tlingit and Haida peoples*. *STEPS Alaska offers support for programs from cradle to career across the corridor*

*Rural Designation:* Four of the six districts are eligible based on SRSA data. All sites are in rural/non-metro communities with no adjacent metro areas (See circled area of **Figure 8**). *STEPS Alaska* qualifies under Absolute Priority 1, 2 or 3.



**iii). Gaps in infrastructure and magnitude:** Tables 3-6 provide data to demonstrate the magnitude of the issues in Southeast Alaska including the challenges faced by the whole corridor, within specific schools, and within discrete populations. For example, annual academic growth rates in Southeast are behind national averages by more than 29 points. When segmenting the data, one can see that this disparity is even greater with Alaska Native (AN) students. AN kindergarten students scored seven points lower than their regional counterparts in language and 13 points lower in math also experiencing lower graduation rates, proficiency rates, ACE scores, health and safety indicators, and other risk behaviors

Tables 3–6 indicate the gaps, magnitude and solutions for Southeast students and families.

<b>TABLE 3. Early Childhood Indicators and Solutions</b>		
<b>GAPS &amp; WEAKNESSES</b>	<b>MAGNITUDE</b>	<b>STEPS SOLUTIONS</b>
<i>Language, Literacy and Math Skills</i>	<i>SE Alaska Native Students Language Development: 12.9% or fewer (Dev. Profile)</i>	1. Parents as Teachers (or comp) expand participation in 0-3 yrs. Initiate program 4-5
<i>Family Members Reading to Children</i>	<i>Less than 40% of Southeast Alaska Families Read to Children 4 or More Times Per Week (Family Survey)</i>	2. Parent Teacher- Transfer & Ready to Kindergarten 3. Expanding quality pre-school opportunities 4. Training and learning community for Pre-K Staff (GOLD)
<i>Professional level Childcare Availability</i>	<i>0-3 Vacancies in Professional Childcare Facilities. No less than 20 needed (Childcare Assessment State of Alaska)</i>	6. Tlingit/Haida language family activities 7. Resources for families Best Beginnings (digital), Imagination Library, Helping Little Kids Succeed 8. Training for childcare providers including infant mental health, increase number of certified childcare providers.

**TABLE 4: K-12 Solutions and Post-Secondary Preparation**

<b>GAPS &amp; WEAKNESSES</b>	<b>MAGNITUDE</b>	<b>STEPS ALASKA SOLUTIONS</b>
<i>Academic Growth, Achievement of Alaska Native Students</i>	<i>* Average 22% Growth (below nat'l average)</i>	9. Personalized and Inquiry-Based Learning Programs Including STEM AND STEAM 10. Middle, college, early college and dual credit opportunities 11. Mentoring and Tutoring grades 2,3 and 8 and identified students. 12. Credit recovery 13. Topical university dual credit fish tech, education, health fields, Alaska Native studies and languages, geology-mining, and business. 14. Access to career technical courses including childcare. 15. Expanded afterschool and summer activities (engaging academic and cultural programs). 16. Alignment of university and high school courses. 17. Access to math and language college level courses- dual credit. 18. Post-secondary mentoring (8 <sup>th</sup> grade) (AVID, financial aid planning, courses) 19. Intensive professional learning, coaching and planning: STEAM instruction (8-12), culturally responsive teaching (k-16), and trauma informed schools (k-16). 20. SEL Champion and school-wide TIS. 21. Cultural integration support. 22. Summer college exposure and near peer mentoring. 23. Early college (employability skills) 24. School policy equity audit and equity plan.
<i>Alaska Native Student Proficiency Rates are well-below National Average</i>	<i>* 85.4% of Alaska Native students are <b>Not Proficient</b> in math</i> <i>*79% of Alaska Native students are <b>Not Proficient</b> in ELA</i> <i>*Only 26.3% of all STEPS Alaska students are proficient in math</i>	
<i>Low Graduation and Alaska Native Graduation Rates</i>	<i>*80.1 % of STEPS Alaska students graduate</i> <i>* 67.5% of Alaska Native students in STEPS Alaska graduate</i>	
<i>Interest and Enrolment in Post-secondary education</i>	<i>* Fewer than 50% of Southeast students enroll and 10% graduate within 150% time.</i>	
<i>Culturally Responsive Classrooms (Alaska Native responses)</i>	<i>* 34% AN my teachers make an effort to represent my culture in class lessons</i> <i>* 58.5% staff report that school staff uses instructional materials that reflects the culture of students and families (SCCS)</i>	
<i>Adverse Childhood Experiences</i>	<i>* 44% residents have experienced 2-4 Adverse Childhood Experiences</i> <i>* 47.8% of Alaska Natives have experienced 2-4 of adverse childhood experiences.</i>	
<i>College and Post-Secondary Enrollment</i>	<i>Less than 50% of Alaska Native HS Graduate Post-Secondary Education Enrolment</i>	
<i>College and Post-Secondary Completion</i>	<i>Less than 10% of Alaskan students are completing post- secondary enrollment (EED).</i>	

**TABLE 5: Health, Safety, Engagement**

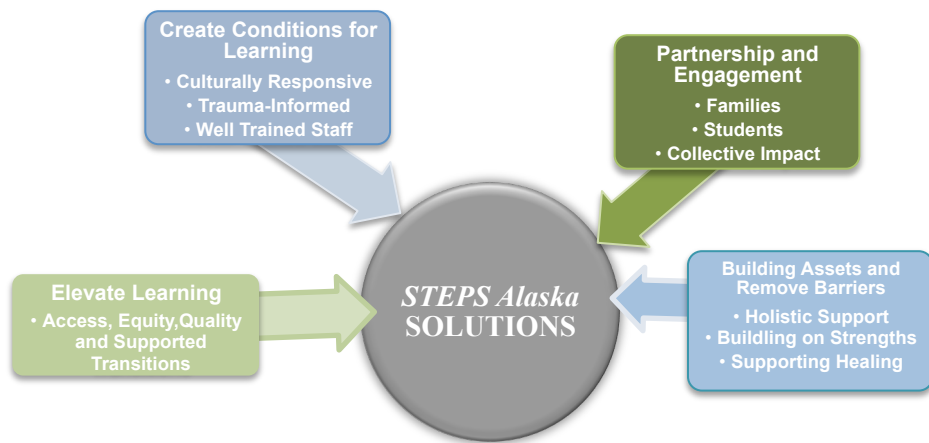
<b>GAPS &amp; WEAKNESSES</b>	<b>MAGNITUDE</b>	<b>STEPS ALASKA SOLUTIONS</b>
<i>Suicide</i>	<p><i>* Alaska is ranked the highest per capita rates of suicide in the country and almost double the national average with 22.5 in 100,00.</i></p> <p><i>* Southeast Alaska Native Males suicide rate is 44 in 100,000. This is 4 times the national average. Nationally and in Alaska suicide deaths outnumber homicide deaths (nationally 2-1). (Nat'l Suicide Data, 2015)</i></p>	<p>25. Trauma-Informed Schools and Social and Emotional Learning Environments (k-12; out of school time)</p> <p>26. Trained staff and school counselors</p> <p>27. Wrap-around services for students with regular or chronic absences (Navigators)</p> <p>28. Access to youth substance abuse services (tribal).</p> <p>29. Sources of Strength (suicide prevention)</p>
<i>Domestic Violence and Sexual Assault</i>	<p><i>* 55% -65% of women (depending on prioritized site) have experienced domestic violence or sexual assault (AVS 2016)</i></p>	<p>30. Girls on the Run/ Boys Run (protective factors for healthy students including obesity)</p>
<i>Nutrition and Obesity</i>	<p><i>* 20.9% of students are classified as obese, 16% more overweight, 24% eat 3 or more vegetables in the past five days (Youth Risk Behavioral Survey, 2016)</i></p>	<p>31. Community dialogues on educational and racial equity.</p>
<i>Low Levels of Family Engagement</i>	<p><i>* 30% or more of students in participating schools said that they did not agree with the statement "this school is welcoming to families like mine" and other family measures (SCCS)</i></p> <p><i>* 39% of school staff agreed with the statement it is difficult to overcome cultural barriers between school staff and families</i></p> <p><i>* District assessments indicate low level of family engagement training is provided</i></p>	<p>32. Dual capacity family engagement integration school and link to wrap around.</p> <p>33. Family engagement specialists with districts – support family engagement strategies with focus on Kindergarten, grade 3, grade 5 and grade 8.</p> <p>34. TED Talk style community potluck dinners focused on post-secondary supports and successes for each community.</p>
<i>Low Level of Student Engagement</i>	<p><i>* Less than 50% of students in each school responded to having a voice and role in resolving school problems (ranging from 30% to 50% in schools).</i></p> <p><i>* Responses for Alaska Native students and students who were absent more than once a month were lower.</i></p> <p><i>* 26% did not disagree with the statement I have given up on school. These numbers varied by school, but consistently were lower in the 8<sup>th</sup> and 9<sup>th</sup> grades.</i></p>	<p>35. Youth leadership activities and peer mentoring (tribal and community organizations).</p> <p>36. Coordinated rapid data response in planning for key workgroups.</p>

**B. Quality of Project Design (30 points).** (i) **Complete Pipeline of Services** (*no time or resource gaps from early childhood–12, career and college, school, family and community*):

*STEPS* partners are results-oriented and committed to a complete pipeline of services that create measurable and long-lasting impact for Southeast Alaska students. Partners have reviewed what works, including the research and regional and statewide success stories to align this with the specific needs found through the assessments and community conversations within Southeast Alaska. To improve health, education, safety, and employment outcomes, each site will have the same components that are based on extensive research on how to effectively boost student academic outcomes, performance, health outcomes, and successful completion of post-secondary pursuits. These early childhood, K–12, post-secondary, and family engagement strategies are outlined in Table 7 and are illustrated in Figure 10. Each site has specific service “accessibility” considerations. This includes internet access, workforce development, intergenerational experiences with education, and employment opportunities within the corridor. Specifically, *STEPS Alaska* will work to create equitable accessible and seamless solutions by: 1) elevating and sustaining learning through equitable access and supportive transitions (Early Childhood through Post-Secondary); 2) focusing on the conditions for learning in current academic contexts, including trauma-informed and culturally responsive environments that serve the academic, cultural, social and emotional, and physical needs of students; 3) placing a high value on building community and family engagement building and bi-directional partnerships; 4) building assets and removing barriers to learning inside and outside of the school. This means building resiliency and addressing the high levels of Adverse Childhood Experience that are significantly higher than national averages in Southeast Alaska.

**Figure 9** is the heart of the program design, with each component serving as a container for *STEPS Alaska*’s cradle-to-career solutions.

**Figure 9: CORE COMPONENTS FOR IMPLEMENTATION**



***(a) Elevating Learning and Equitable Access to Quality Programs and Supported Transitions:***

Alaska Native and rural Southeast Alaska students often have minimal access to high-quality programs and support during key transitions. Many Alaska Native students do not have access to quality pre-school and are not enrolled in rigorous coursework to prepare them for post-secondary opportunities. Few students are engaged in inquiry-based learning in school or through extra-curricular programs. The most at-risk students often get overlooked in key transition years for supports as they prepare for their next educational milestone.

The underlying premise of *STEPS Alaska* is to ensure access to essential supports and programs that reduce the disparity in learning and education for the highest need students from early childhood through post-secondary. This means expanding the number of Alaska Native and rural students who have access to early childhood programs, providing key staffing at the school district to support students and families during key transitions, and establishing programs that incorporate engaging and relevant coursework during the middle school and high school years. Through *STEPS*, each community will be able to expand their existing programs and have staff to methodically support families and students during transitions. This

includes expanding Parents as Teachers programs, Ready for Kindergarten programs, STEM and STEAM in school, summer, and out-of-school programs, and post-secondary preparation programs.

*STEPS Alaska* will also provide professional learning opportunities and on-going technical assistance to ensure that school staff are prepared to integrate inquiry-based learning focused on place, culture, and post-secondary opportunities. Each school's staff will work with the high school to align classes and standards with post-secondary opportunities, including fisheries, engineering, health, and education.

***(b) Conditions for Learning:*** While there are some excellent academic programs currently in Southeast Alaska, students in trauma, high poverty, or high minority groups underserved by the educational and health systems are often unable to take advantage of these opportunities. There are basic needs that are not addressed, inequitable policies, misalignment of curriculum, low levels of family/community engagement, or uneven expectations in the school environment. As a collaborative, *STEPS Alaska* provides wrap-around supports and services in the areas of health and safety, equitable policies and practices, cultural responsiveness, trauma-informed schools, 21<sup>st</sup> century skills, and building social and emotional foundations.

*Equitable Policies and Programs:* The Association of Alaska School Boards (AASB) is the go-to agency for updating and developing school board policies. *STEPS Alaska* will build upon AASB's experience and relationships, working with each participating school board and district to evaluate their policies and program success for Alaska Native and low-income students. The work sessions will conclude with program and policy recommendations for the district. Similar meetings and conversations will be hosted within the university setting and with *STEPS Alaska* partners.



*Ready to Learn: Physical Needs & Social and Emotional Needs:* Many students come to school having unmet physical and social and emotional needs. Working with schools and out-of-school partners, *STEPS* will address nutrition, physical activity, counseling, and other needs to effectively support students.

*Culturally Responsive Classrooms and Supports:* In addition to incorporating specific cultural programs being incorporated into the continuum of solutions, it is essential that programs are culturally responsive, integrating culture into all content and context areas. This will require culturally responsive professional development for Pre-K, K–12, and university staff. This also means working across the district to consistently support families regardless of mobility. AASB and partners will provide professional development and high-level training to create culturally responsive classrooms, trauma-informed schools, and build social and emotional skills for students and staff. Collaboratively, AASB and stakeholders will also work to resolve barriers to learning and to build assets with families within a dual-capacity partnership framework.

*Trauma-Informed and Social and Emotional Learning (SEL) Environments.* A review of SAMHSA National Registry of Evidence Base and research from the National Child Traumatic Stress Network (2012) indicates that social and emotional programs, student self-management techniques, and strong relationships are at the core of student success and trauma-informed schools. *STEPS Alaska* in-school and out-of-school programs integrate trauma-informed and social and emotional skills into core instruction and environmental supports. SEL, Positive Behavioral Supports, and trauma-informed schools are key parts to increasing student readiness to learn, student motivation, and academic outcomes. Durlak's (2011) meta-analysis of 213 peer-reviewed studies indicates an average 11-point academic increase. SEL evaluations found decreased behavioral problems, risk behaviors, and

emotional distress. Trauma-informed schools is are a strategy to both increase academic outcomes and address the high level adverse childhood experiences in Southeast Alaska.

*21<sup>st</sup> Century Learning Skills:* While digital learning and broadband access are available in the region, access and cost does vary significantly, from \$4 per user per month to \$195 per user per month in some neighborhoods. The kilobytes per second can differ from 30 to 733, with most sites within the corridor on the lower end. Teaching staff may be using technology in classrooms as a primary tool and other school staff may not use it at all. The Association of Alaska School Board's Consortium for Digital Learning (CDL) offers tech mentoring, broadband expansion support, and other tools to create a digital environment that promotes interaction with students, staff, and community. CDL has the experience of working with industry to address the high cost of broadband and to negotiate donations in terms of equipment and broadband service. CDL also has experience with supporting tech mentoring for school staff. CDL will partner with districts to ensure that all schools, even those with the most inexperienced teachers or the most seasoned teachers, are using technology effectively to encourage high-quality learning opportunities in the community.

***(c) Partnering with Students and Families for Learning:*** Many of our schools have not developed clear and consistent strategies for engaging families and community and often engage in one-off or one-directional activities with families. However, family engagement is an essential part of *STEPS Alaska*, placing an emphasis on supporting students and families with high trauma (Saunders, 2004; NCTNS, 2015) and placing attention on family engagement for academic success (Mapp, 2011; Dearing, 2008). Since strong relationships between teachers and families are predictive of student success, best practices for dual-capacity partnerships (USDOE/SEDL, 2013) are woven into the family engagement coordinator role in each district

and at AASB. *STEPS Alaska* builds on the dual capacity framework that underscores the importance of bi-directional partnerships built on solid relationships, collaboration and learning, and underscores the developmental nature of family engagement for all partners. Community dialogues and community TED-style talks will provide opportunities to consider policy barriers for family participation (elders, aunties, uncles, etc). District family engagement coordinators will champion these relationships and provide coaching to school staff and community members to strengthen partnerships and partnership-building skills.

***d) Building Assets and Reducing Barriers:*** Participating schools and community partners will develop small wrap-around teams to work together to support students daily, academic, social and emotional, motivational, and behavioral needs. These teams and family champions will work together with partners and programs such as Tlingit and Haida’s Navigator program that provides holistic wrap-around services to help students succeed. This can include tutoring, White Bison substance abuse support groups, cultural connectedness activities, legal support, credit recovery, post-secondary preparation counseling or other services to meet the needs for at-risk middle and high school students. This model builds on cultural connection, community services, referral, and wrap-around support from the school, tribe, services, and families of each student.

The solutions fit together in a continuum. Each of the strategies is included in **Table 6** with specific program targets for each year of the grant. All programs will provide 60% of services to Alaska native students and families. Appendix F includes an overview outline the “core components” and history of the program in Southeast Alaska.

TABLE 6: Scope and Scaling over 5 Years								
Key Strategies	Yr 1	Yr 2	Yr 3	Yr. 4	Yr. 5	Total	Pop.	AN
	#	#	#	#	#	#	%	%
<b>Early Education (0-5 population)</b>								
1. Parents as Teachers (0-3 & 3-5)	50	70	90	120	120	450	17%	25%
2. Head Start Family	150	150	180	200	200	1,080	14%	24%
3. Childcare Certification & Provider Training	684	700	720	720	720	3544	80%	50%
4. Family Support Transition Teams (K)	100	300	400	450	700	1,950	85%	77%
5. Imagination Library	1400	1600	1800	2100	2,200	11,100	70%	80%
6. Baby Raven Reads, Tlingit/Haida language family activities	100	120	160	200	220	800	34%	76%
7. Family Network Circles	80	160	240	300	380	1960	43%	80%
8. Gold Pre-School Programs	46	66	75	80	80	347	15%	24%
9. Helping Little Kids Succeed Alaska Activities & Online resources	500	750	1000	1200	1,400	4,850	90%	98%
10. Ready for K Academy	90	120	140	150	170	670	31%	62%
11. HeadStart	200	230	245	260	275	1,210	52%	92%
<b>K-12 Solutions, Post-Secondary Education and Workforce Preparation</b>								
12. Reading mentors (grade 3)	30	40	50	50	50	220	1%	30%
13. Homework Tutors (grades 8-10)	12	30	40	40	40	162	NA	2%
14. Inquiry-based Learning (STEAM, STEM, Place-Based)	150	450	900	1200	1,400	6,700	30%	27%
15. Afterschool (STEAM and Culture- target grades)	270	420	640	640	640	2,610	22%	65%
16. Planning, and coaching: Trauma Informed Schools (Staff)	150	300	400	400	400	1,650	80%	95%
17. 9 <sup>th</sup> Grade Academies - Targeted Credit and Professional Pathways	60	100	120	140	160	580	12%	22%
18. Professional Planning and Coaching: Culturally Responsive	150	300	400	400	400	1,650	80%	95%
19. School-wide Trauma Informed	600	2,000	4,000	5567	5,567	13,734	58%	73%
20. School Climate Strategies	1,200	2,400	5,000	5567	5,567	15,734	60%	80%
21. Summer STEM (grade 8 and 9)	50	75	100	150	200	575	11%	22%
23. Summer Culture and Academic Programs (2-10)	100	120	140	160	160	680	31%	20%
24. Food Services and Nutrition	300	500	500	200	540	2040	45%	20%
25. Credit Recovery	30	40	50	60	70	250	NA	13%
26. Alignment of high school & university (staff participation)	10	20	30	30	30	120	30%	1%
27. Dual Credit and Enrolment	15	20	30	30	30	125	1%	65%
28. Tribal Youth Employment	54	70	100	100	110	434	0%	22%
29. Post-secondary Mentoring (8 and 9 <sup>th</sup> grade)	80	160	340	240	240	1,060	23%	41%
30. Professional Learning with UAS Faculty (Staff)	50	100	198	198	198	744	82%	90%
31. Vocational Training & Cert.	100	120	130	150	170	670	30%	62%
32. Successful Scholars (College)	15	30	30	30	30	135	1%	12%
33. Post-Secondary TED Talks	50	200	400	600	600	1,850	20%	30%
<b>ENGAGE &amp; PREVENT</b>								
34. Boys Run (E)	60	82	82	90	90	404	1%	13%
35. Girls on the Run (E & MS)	185	212	229	229	229	1,488	11%	4%
36. Sources of Strength (suicide prevention- (MS/HS)	40	60	80	100	140	420	12%	10%
37. Youth Leaders (MS/HS) - direct	50	90	110	130	160	540	1%	2%
38. Navigators (wrap around)	30	45	50	65	65	255	NA	13%
39. White Bison Youth Support	12	30	40	40	60	182	1%	7%
40. Community Dialogues – Educational and Racial Equity)	200	600	800	800	800	3,200	13%	20%
41. Family Support Teams – Family Engagement Specialists (3,5,8,9)	200	300	400	450	500	1,850	85%	90%

**ii. Evaluation Methods and Performance Measures** (*Achieve Outcomes & Produce Objective*

*Quantitative and Qualitative Data*) Working with long time partners American Institute for Research and Panorama Education data management technical service providers, the proposed evaluation will collect and compile data annually from sites over the five years of the project.

**Table 7** provides an overview of data that will be collected to track performance measures. Data and progress on implementation benchmarks will be completed through an online form by district or designated staff. This data will be provided in dashboards and assessed monthly by one of the six workgroups and the data workgroup. Data will also be reviewed quarterly by the steering committee. Each committee will assess how well implementation and financial benchmarks are being met. AASB, committees, and sub-awardees will determine how well services are reaching annual targets in each site and review feedback to determine how well each solution is moving us towards the intended outcomes. Lead staff at the Association of Alaska School Boards and Central Council will provide guidance and coaching to ensure sites are able to meet targets effectively. Lead staff will also share an annual stakeholder report through community banquets and stakeholder forums.

*Evaluation Data Collection Methods:* Each indicator is linked to a survey or an annual data collection mechanism. Both qualitative and quantitative data will be entered into our interactive data management system. Committees will meet monthly and review data dashboards that include data from **Table 7** and **Table 8**.

**TABLE 7: Performance Measures Linked to Outcomes:  
Indicators include PN Indicators and Unique Project Indicators**

*Both Promise Neighborhood indicators and unique indicators will be tracked annually. The promise neighborhood indicators are identified in parentheses as outlined in the promise neighborhood notification.*

Outcome/indicator		Base line	YR 1	YR 2	YR 3	YR 4	YR 5	Data Collection Tool	Frequency
<b>Early Childhood Strategies [EC]</b>									
<b>Kindergartner s are ready to succeed in school.</b>	<b>EC1</b> (1.1): Children enter kindergarten with age appropriate functioning	Less than 13%	14%	15%	18%	23%	23%	Alaska Developmental Profile	Annual
	<b>EC 2:</b> Childcare Availability (more than 40 waiting)	0-3	5	8	10	10	10	THREAD Survey	Monthly
<b>K–12 Academic Achievement Strategies and Innovations [AA]</b>									
<b>Students are proficient in core academic subjects</b>	<b>AA1</b> (2.1): # and % of students at or above grade level according to state mathematics assessments in at least the grades required by the ESEA (3rd through high school).	24.8% ----- 13.5%	25.8 % ----- 14.5%	27 % ----- 17%	30 % ----- 19%	33 % ----- 22%	33%- ---- 22%	State Administered Performance Evaluation for Alaska Schools	Annual
	<b>AA2</b> (2.2): # and % of students at or above grade level according to English language arts assessments in the grades required by the ESEA.	34.6% ----- 21.4%	36.1% ----- 22.5%	38% ----- 24.5%	42%- ----- 25%	44% ----- 28%	46% ----- 28%	Performance Evaluation for Alaska Schools	Annual
<b>Students transition from middle to high school</b>	<b>AA3</b> (3.1): Attendance rate of students in 6- 9th grade as defined by average daily attendance.	92.9% ----- 91.6	93.5% ----- 93%	93.5% ----- 93%	94% ----- 94%	95% ----- 95%	96% ----- 96%	Alaska EED	Quarterly
	<b>AA4</b> (3.2): Chronic absenteeism rate of students in 6-9 <sup>th</sup> grades.	18% ----- 67.5%	17% ----- 69.0%	15% ----- 70%	10% ----- 71%	10% ----- 72%	10% ----- 75%	District data	Annual
<b>High School graduates</b>	<b>AA5</b> (4): Four-year adjusted cohort graduation rate.	80.1% ----- 67.5%	80.1% ----- 69.0%	83% ----- 70%	85% ----- 71%	86% ----- 72%	87% ----- 75%	Alaska EED	Annual
<b>Post- Secondary Preparation, Enrolment and Retention Strategies [PSP]</b>									
<b>High school graduates obtain postsecondary</b>	<b>PSP1</b> (5.1) # and % of Alaska Native or mixed race students who enroll in a two or four-year college after graduation.	Less than 50%	50%	52%	60%	60%	62%	Alaska Commission on Post-Secondary Education	Annual

<b>degree or credential.</b>	<b>PSP2 (5.2)</b> # and % of AN or MR students students who graduate from a 2 or 4 yr college.	Less than 10%	10%	10%	14%	18%	20%	Alaska Commission on Post-Secondary Education	Annual
	<b>PSP 3:</b> % of students who report they would like to pursue post-secondary education	76%	77%	79%	81%	86%	86%	School Climate and Connectedness Survey	Annual
<b>Pre-K- 12 Students Health and Safety Strategies [HSS]</b>									
<b>Students are healthy</b>	<b>HSS1(6):</b> # and % of children who do not consume <u>three</u> or more daily servings of fruits and vegetables.	15.2% ----- 14%	15 % ----- 14%	17% ----- 15%	18% ----- 16%	21% ----- 16%	26% ----- 18%	Youth Risk Behavior Survey	Bi-ennial
	<b>HSS 2:</b> # % of children participating in 60 minutes of physical activity.	53.4% ----- 49.2	55% ----- 52%	57% ----- 54%	57% ----- 55%	58% ----- 56%	58% ----- 57%	Youth Risk Behavior Survey	Bi-ennial
								Participant Data	Monthly/Annual
<b>Students feel safe at school and in their communities.</b>	<b>HSS3 (7):</b> # and % of children who did not go to school because they do not feel safe at school or traveling to and from school as measured by a school climate survey.	8.8% ----- 10.4%	8% ----- 10.4%	7.5% ----- 9.4%	7% ----- 9%	6% ----- 8.5%	6% ----- 8.5%	School Climate and Connectedness Survey	Annual
<b>Stable communities.</b>	<b>HSS4(8):</b> Student mobility rate (as defined in the notice).	25% ----- 32%	25% ----- 32%	23% ----- 31%	23% ----- 31%	22% ----- 30%	22% ----- 30%	District Data	Annual
<b>Drug free communities.</b>	<b>HSS5:</b> % of students who have used substances as defined in YRBS	39.3% ----- 47%	39.3% ----- 46%	38% ----- 46%	37% ----- 45%	35% ----- 45%	34% ----- 44%	Youth Risk Behavior Survey	Bi-ennial
<b>CR schools</b>	<b>HSS6:</b> % of students that report culturally responsive schools	----- 48%	----- 50%	----- 52%	----- 54%	----- 58%	----- 58%	School Climate and Connectedness Survey	Annual
<b>Low violence communities</b>	<b>HSS7:</b> Lifetime domestic violence or sexual assault rates of women	55%	55%	54%	54%	53%	53%	AK CDVSA dashboard	Annual
	<b>HSS9:</b> # of students who considered suicide	15.5% ----- 17.3%	15% ----- 17%	14.5% ----- 16.5%	13.5% ----- 16%	13.5% ----- 16%	13% ----- 15%	Youth Risk Behavior Survey	Annual
	<b>HSS9:</b> # of students who have attempted suicide	7.1% ----- 9.1%	7.1% ----- 8%	6% ----- 7%	6% ----- 7%	6% ----- 6%	6% ----- 6%		

Family and Neighborhood Strategies [FN]									
<b>Families and community support learning</b>	<b>FN1(9.1):</b> # and % of parents or family members that read to or encourage their children to read three or more times a week or more.	Under 40%	42%	45 %	48%	50%	53%	Alaska Developmental Profile	Annual
								Program Participant Data (Baby Raven Reads and Parents as Teachers)	Monthly/Annual
	<b>FN2(9.2):</b> # and % of parents or family members who report talking about the importance of college and career (9 <sup>th</sup> –12 <sup>th</sup> grade).	Spring 2018	NA	NA	NA	NA	NA	AASB School Climate and Connectedness Family Survey	Annual
	<b>FN3:</b> Adults in my community support this school as measured through the school climate survey.	58%	60%	62 %	65%	65%	65%	AASB School Climate and Connectedness Family Survey	Annual
Digital Access Strategies [DA]									
<b>Students have access to 21st century tools.</b>	<b>DA1 (10):</b> # and % of students who have school and home access to broadband internet and a connected computing device.	<i>Fig. 4 Highlights the challenges with broadband speed and costs. Access is provided at 100% of the schools, but the goals will be to reduce cost and increase speed before students will have internet in their homes.</i>						AASB Broadband Survey	Annual

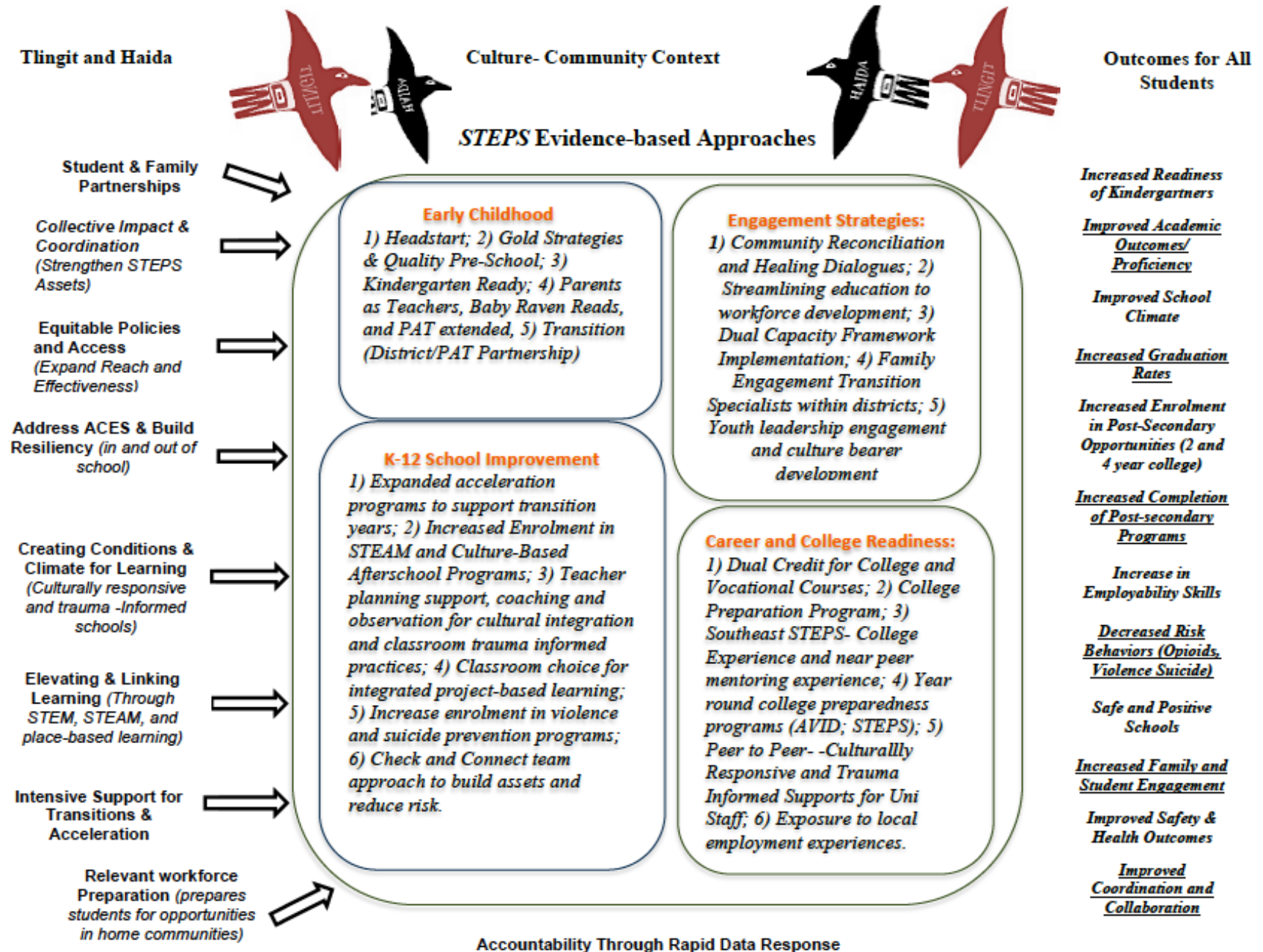


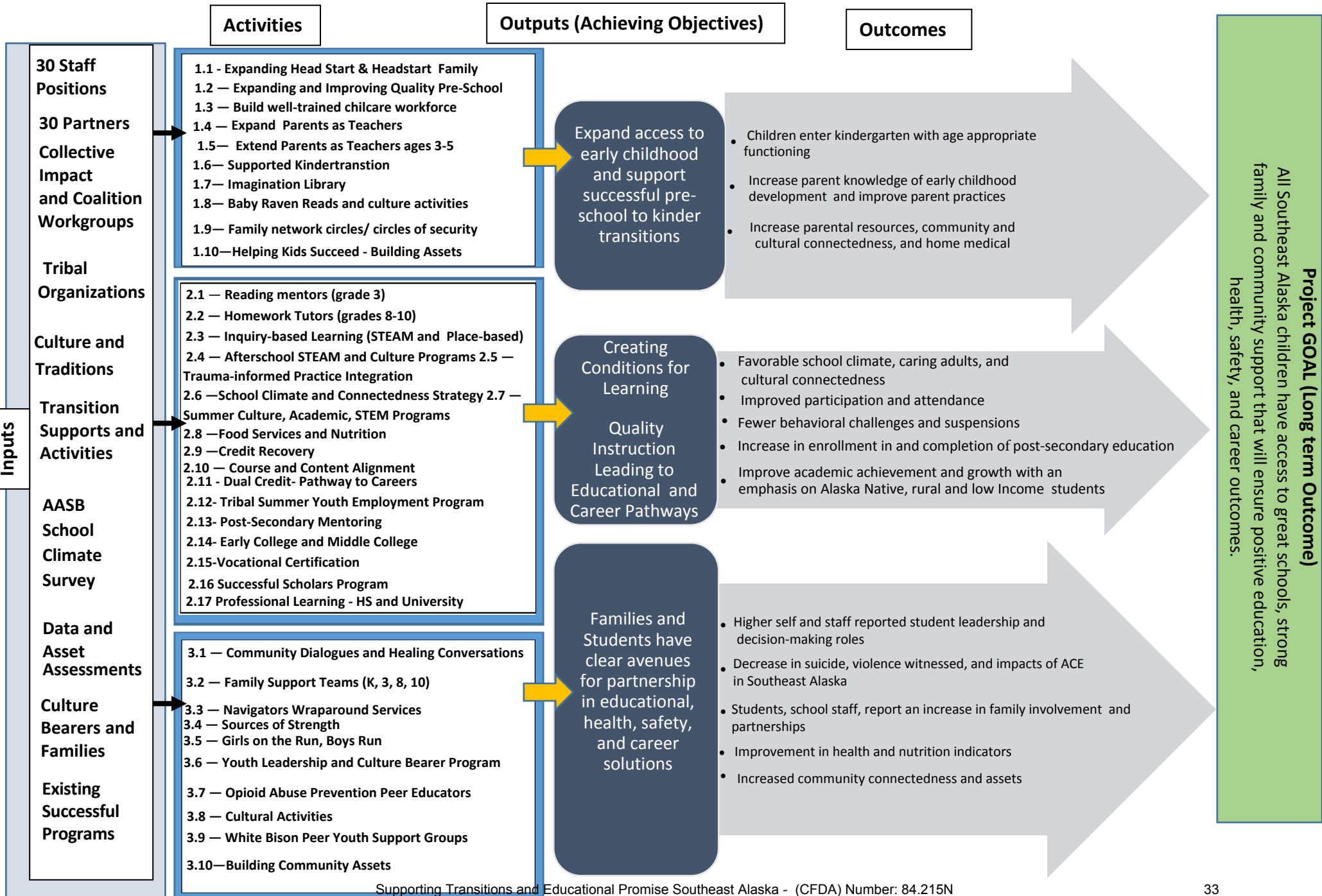
**Table 8: Additional Data Sources**

- Family Engagement/Transition Champion Logs (monthly)
- Student and youth leader focus groups (semi-annually)
- Community Dialogues (semi-annually)
- Parents as Teachers Survey (EC–grade 1)
- Integration specialist reports (monthly)
- Program participation data (monthly from all providers of PN strategies)
- Strategy Participation (monthly)
- Formative academic assessment tools used in each site (MAP/ Aimsweb)
- Suspension, expulsion, truancy (annual)
- Girls on the Run/Boys Run (quarterly)
- Sources of Strength (annual)
- District professional survey (semi-annual)
- University of Alaska Southeast enrolment and retention data records (annual)
- Stakeholder interviews- neighborhood survey (semi-annual)
- Collective Impact Annual Survey-Systems Change Assessment (quarterly)
- Community Dialogue Harvests (quarterly)
- CCTHITA Program Data: HeadStart, Navigators, iLead, and TANF (monthly)

**(iii.) The extent to which the proposed project is supported by strong theory** *STEPS Alaska* is built on the success of collective impact and seamless services offered to all students in Southeast Alaska. The solutions 1) build on the evidence-base and are supported by at least two peer-reviewed research articles; 2) are community-driven, emphasizing family and school partnerships for decision making; 3) establish the essential conditions for learning and academic achievement, including trauma-informed and culturally responsive school solutions; 4) elevate learning to prepare students and their families for academic and career outcomes; 5) focus on a whole community and service approach to build assets and reduce risk factors for students and their families. Each strategy was identified during the assessment by partners as existing gaps in Southeast Alaska and serves to increase full access to services and solutions proven to improve academic, health, and safety outcomes.

Figure 10: Supporting Transitions and Educational Promise Southeast Alaska (STEPS Alaska) Theory of Change (Update)





(iv) **Building on the best available evidence:** At its core, each *STEPS Alaska* solution builds on the community and cultural context. **Table 9** provides an overview of strategies and evidence.

Table 9: STEPS Alaska Key Solutions Citations and Evidence in Appendix G		
Focus	Solution	Reference and Peer-Reviewed Research with Strong Evidence
1.1: EARLY CHILDHOOD	HEAD-START	<p><b>Strong Evidence:</b></p> <p>1) <b>Puma, et al. (2012).</b> Third grade follow-up to the Head Start impact study final report. Washington, DC: U.S. Department of Health and Human Services, Office of Planning, Research and Evaluation.</p> <p>2) <b>Bitler, et al. (2013).</b> Experimental evidence on distributional effects of Head Start (NBER Working Paper 20434). Cambridge, MA: NBER.</p> <p><i>Impact: Increased kindergarten readiness including cognitive development, language skills, social and emotional learning skills, parent educator skills.</i></p>
1.2: EARLY CHILDHOOD	PRE-K GOLD STRATEGIES & KINDER	<p><b>Strong Evidence:</b></p> <p>1) <b>Durham (2013).</b> Describing children’s educational growth and development when participating in a linked comprehensive curriculum and assessment system <a href="https://teachingstrategies.com/wp-content/uploads/2017/03/TS-Comparing-Child-Outcomes-2013.pdf">https://teachingstrategies.com/wp-content/uploads/2017/03/TS-Comparing-Child-Outcomes-2013.pdf</a></p> <p>2) <b>Burts et al. (2013)</b> Teaching Strategies, LLC</p> <p><i>Impact: Achievement in language, physical, cognitive, and social development</i></p>
1.3: EARLY CHILDHOOD	PARENTS AS TEACHERS	<p><b>Strong Evidence:</b></p> <p>1) <b>Wagner et al. (2002)</b> The effectiveness of the Parents as Teachers program with low-income parents and children. Topics in Early Childhood Special Education, 22(2).</p> <p>2) <b>Pfannenstiel et al. (2003)</b> Promoting school readiness: The role of the Parents as Teachers program. NHSA Dialog: A Research-to-Practice Journal for the early Intervention Field, 6(1)</p> <p><i>Impact: RCTs show higher scores on measures of achievement, language ability, social development, persistence in task mastery and other cognitive abilities, abuse and neglect.</i></p>

2.1: K-12 SOLUTION	SUPPORTING KEY TRANSITION	<p><i>Moderate Evidence:</i></p> <p><b>1) Balfanz (2007)</b> Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle School Grades: Early Identification and Effective Interventions. <i>Educational Psychologist</i> (4),</p> <p><b>2) Kieffer et. al (2011).</b> The Middle Grades Students Transitions Study: Navigating the Middle Grades and Preparing Students for High School Graduation. <i>The Research Alliance for New York City Schools</i>. New York, NY.</p> <p><i>Impact: Reduces risk of high school drop out, chronic absenteeism and increases graduation rates.</i></p>
2.2: K-12 SOLUTION	INQUIRY BASED LEARNING (STEAM)	<p><i>Strong Evidence:</i></p> <p><b>1) Strobel et al. (2009)</b> When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms. <i>Interdisciplinary Journal of Problem- Based Learning</i>, 3(1).</p> <p><b>2) Krajcik, J.P. (1998).</b> “Inquiry in Project-Based Science Classrooms: Initial Attempts by Middle-School Students.” <i>The Journal of Learning Sciences</i>, Vol. 7, Nos. 3 and 4</p> <p><i>Impact: Higher levels of academic engagement, academic goals, and graduation.</i></p>
2.3: K-12 Solutions	TRAUMA INFORMED/SEL SCHOOLS	<p><i>Moderate to Strong:</i></p> <p><b>1) Murray et al. (2015)</b> Foundations for understanding self-regulation from an applied developmental perspective. OPRE Report # 2015-21; Administration for Children and Families</p> <p><b>2) Mathematica-Verbitsky-Savitz (2016)</b> Preventing and Mitigating the Effects of ACEs by Building Community Capacity and Resilience: APPI Cross-Site Evaluation Findings</p> <p><i>Impact: Decreased office discipline referrals, physical aggression incidents, and out-of-school suspensions and increased attendance and graduation rates. Social and Emotional Learning is a component of trauma informed schools (see 2.2)</i></p>
2.4: K-12 SOLUTIONS	PBS & SEL PROGRAMS	<p><i>Strong Evidence:</i></p> <p><b>1) Durlak, et al. (2011).</b> <i>The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions.</i> <i>Child Development</i>, 82(1),</p> <p><b>2) Horner, et al. (2009).</b> A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. <i>Journal of Positive Behavior Interventions</i>, 11 (3), 113-144.</p> <p><i>Impact: 11-point gain in academic achievement, reduced behavioral problems, fewer risk behaviors, and decreased emotional distress.</i></p>

2.5: K-12 SOLUTIONS	CULTURALLY RESPONSIVE TEACHING	<p><b>Promising:</b></p> <p>1) <b>Okagaki (2009)</b> American Indian College Students' Ethnic Identity and Beliefs about Education. Journal of College Student Development.</p> <p>2) <b>Hammond (2015)</b> Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Thousand Oaks, CA. Corwin.</p> <p><i>Impact: Academic achievement and higher order thinking skills.</i></p>
2.6: K-12 SOLUTIONS	STEM and STEAM OUT OF SCHOOL TIME – EXTENDED	<p><b>Promising:</b></p> <p>1) <b>Krishnamurthi et,al (2014)</b> Examining the Impact of Afterschool STEM Programs, Afterschool Alliance. This provides a synthesis of STEM program evaluations.</p> <p><i>Impact: Increase in academic goals, achievement, and graduation.</i></p>
3.1: POST-SECONDARY PREP	DUAL ENROLMENT AND ALIGNMENT	<p><b>Strong Evidence:</b></p> <p>1) <b>An (2013)</b> The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Educational Evaluation and Policy Analysis, 35</p> <p><b>What Works Clearinghouse : Strong Evidence-Positive Findings for College Attainment</b> <a href="https://ies.ed.gov/ncee/wwc/Study/77095">https://ies.ed.gov/ncee/wwc/Study/77095</a></p> <p><i>Impact: What works clearinghouse indicates that dual enrolment impacts enrolment and attainment of college degrees. Impacts are also found in graduation rates in high school.</i></p>
3.2: POST-SECONDARY PREP	EARLY COLLEGE EXPERIENCE	<p><b>Moderate Evidence:</b></p> <p>1) <b>Berger et al. (2014)</b> Early college, early success: Early College High School Initiative impact study. Washington, DC: American Institutes for Research.</p> <p>2) <b>Edmunds, et al. (2015).</b> Smoothing the transition to postsecondary education: The impact of the Early College Model.</p> <p><b>What Works Clearinghouse : Strong Evidence: Positive Findings</b> <a href="https://ies.ed.gov/ncee/wwc/Intervention/824">https://ies.ed.gov/ncee/wwc/Intervention/824</a></p> <p><i>Impact: What Works Clearinghouse identified early college to have positive effects on post-secondary attainment</i></p>

3.3: POST-SECONDARY PREP	MENTORING & COACHING	<p><b>Strong:</b></p> <p><b>1) Bettinger (2011).</b> The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education</p> <p><b>2) Tabor (2010)</b> San Francisco Unified School District Program Evaluation AVID College Mentoring and Success Program</p> <p><b>3) Watt (2008).</b> Retention of first-generation college-going seniors in the college preparatory program AVID. American Secondary Education, 37:1. 17-40.</p> <p>What Works Clearinghouse: Positive Finding  <a href="https://ies.ed.gov/ncee/wwc/Docs/SingleStudyReviews/wwc_studentcoaching_080712.pdf">https://ies.ed.gov/ncee/wwc/Docs/SingleStudyReviews/wwc_studentcoaching_080712.pdf</a></p> <p><i>Impact: Enrolment in advanced placement courses, academic achievement, college enrolment, and coaching had college completion/attainment findings.</i></p>
4.1: ENGAGE	DUAL CAPACITY FAMILY ENGAGEMENT	<p><b>Strong:</b></p> <p><b>1) Dearing (2006)</b> Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. Journal of Educational Psychology. 2006;98(4)</p> <p><b>2) Henderson (2002)</b> A new wave of evidence: The impact of school, family and community connections on student learning. Austin, TX</p> <p><b>3) Mapp (2013)</b> <i>Partners in education: A dual capacity-building framework for family-school partnerships.</i> Austin, TX: SEDL.</p> <p><i>Impact: Higher levels of family engagement result in achievement including higher grades and test scores, enroll in higher level programs, attend school regularly, improved behavior, graduate and attend post-secondary education.</i></p>
4.2: ENGAGE	PEER MENTOR PROGRAMS	<p><b>Strong Evidence:</b></p> <p><b>1) Catalano (2002)</b> Positive youth development in the United States: Research findings on evaluations of positive youth development programs. <i>Prevention and Treatment</i> 5, Article 15. Retrieved May 25, 2005, from <a href="http://journals.apa.org/prevention/volume5/pre0050015a.html">http://journals.apa.org/prevention/volume5/pre0050015a.html</a></p> <p><b>2) Dynarski (1998)</b> Impacts of dropout prevention programs Princeton, NJ: Mathematica Policy Research</p> <p>What Works Clearinghouse: Positive Findings  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Twelve_Together_031207.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Twelve_Together_031207.pdf</a></p> <p><i>Impact: Staying in School</i></p>

4.4: ENGAGE	DIALOGUES AND HEALING	<p><b>Complimentary Strategy:</b></p> <p><i>Impact: While there are suggestions of using healing circles on racial equity supported by the Department of Justice and Kellogg Foundation. We have observed that community dialogues on educational equity are essential starting points for community to work with schools. This can be a launching point for significant equity assessments adjusting policies and practice.</i></p>
4.5: PREVENT & PROMOTE	GIRLS ON THE RUN & BOYS RUN	<p><b>Moderate:</b></p> <p>DeBate (2005, March). Girls on the run: improvements in self-esteem, body size satisfaction and eating attitudes/behaviors. Eating Weight Disorder.</p> <p><i>Impact: GOTR girls compared favorably to non-GOTR girls on connection, caring, coach autonomy support, healthy lifestyles, and life skills transfer, (2) GOTR girls improved from pre- and/or post-season to follow-up on confidence and connection, and sustained ability to use life skills learned in GOTR from post-season to follow-up</i></p>
4.6: PREVENT & PROMOTE	SOURCES OF STRENGTH	<p><b>Moderate:</b></p> <p><b>1) Wyman (2010)</b> An outcome evaluation of the Sources of Strength suicide prevention program delivered by adolescent peer leaders in high schools. American Journal of Public Health, Vol.100</p> <p><i>Impact: Suicide attempt and ideation reduction, bullying and violence prevention.</i></p>
4.7: PREVENT & PROMOTE	WRAP AROUND SUPPORT	<p><b>Promising:</b></p> <p><b>1) Emig (2014)</b> Integrated Student Supports: A Summary of the Evidence Base for Policymakers</p> <p><b>2) Gandhi (2013)</b> Evaluation of Wraparound Zones Initiative Report Three: Analysis of Implementation Progress during Year 2. American Institutes of Research (2013). 15</p> <p><a href="http://www.air.org/project/massachusetts-race-top-wraparound-zones-evaluation">http://www.air.org/project/massachusetts-race-top-wraparound-zones-evaluation</a></p> <p><a href="https://www.childtrends.org/wp-content/uploads/2014/02/2014-05ISSWhitePaper1.pdf">https://www.childtrends.org/wp-content/uploads/2014/02/2014-05ISSWhitePaper1.pdf</a></p> <p><i>Impact: Positive effects found among these studies include increased attendance, grade point average, and academic achievement.</i></p>

**1. Early Childhood:** Several decades of research indicate that high-quality, developmentally appropriate early childhood programs produce short- and long-term positive effects on children's cognitive and social development. However, there are many children in Southeast



Alaska that do not have access to quality, affordable pre-schools and childcare. Through Promise Neighborhoods, *STEPS Alaska* will build on successful neighborhood assets.

**1.1 HeadStart** *STEPS Alaska* will ensure that all students within prioritized schools have access and are enrolled in a HeadStart or high-quality pre-school opportunity. The ***What's Work Clearinghouse and peer-reviewed research*** (Bitler, 2013, Puma, 2012; US DHSS, 2005) indicated significant cognitive, language, and support gains for students enrolled in HeadStart/Early HeadStart without reservations.

**1.2 Gold Teaching Strategies (high-quality preschool services).** Where students do not have access to or do not qualify for HeadStart programs, we will work with Southeast communities to expand access to high-quality preschool services that align with Alaska standards and are based on the evidence-based Gold Teaching Strategies. *Gold* establishes 23 objectives for early childhood development organized within six areas: Social–Emotional (9 items), Physical (6 items), Language (8 items), Cognitive (10 items), Literacy (12 items), and Mathematics (7 items). A creative curriculum approach emphasizes active exploration of environment; self-directed, hands-on activities; balance between individual and group activities; regular and supportive interaction with teachers and peers; and balance between active movement and quiet activities. ***Peer-reviewed research included indicates an increase in reading and language skills, increase in cognitive development, and increase in social and emotional skills needed to successfully navigate kindergarten. This research builds on the early research of Durham, 2013 showing multi-year efficacy*** (Durham, 2013), documenting growth in language, literacy, cognitive skills, and mathematics (Decker, 2013). Current study results imply that the curriculum and assessment measure work in concert with one another to support the development and learning of children from diverse backgrounds. Gold Strategies and other identified pre-school activities are aligned with both the research and the Alaska Early Development Blueprint.

**1.3 Parents as Teachers** home visiting program is a highly effective program already initiated, but under-resourced in the region, with only 10% of students gaining access to the program. Through Promise Neighborhoods, this program can reach at least 50% of Southeast Alaska students. Parents as Teachers achieves four goals: 1) Increasing parent knowledge of early childhood development and improving parent practices; 2) Providing early detection of developmental delays and health issues; 3) Preventing child abuse and neglect; and 4) Increasing children's school readiness and success. This program ***has strong evidence through randomized control trials***. It is listed as an approved home visiting model meeting the evidence-based criteria of the Maternal, Infant Early Childhood Visiting Program (MIECHV, 2011) and is included on SAMHSA's National Registry of Evidence-Based Programs and Practices and is listed as an evidence-based program on the Community-based Child Abuse Prevention Programs. The Parents as Teachers program has been evaluated to show an ***increase in academic readiness/school readiness, an increase in parents' involvement in learning, and an increase in language usage in evaluations nationally and within their developmental profiles both in Alaska and Nationally***. *STEPS Alaska* will allow for Parents as Teachers to extend this program to additional parents in Southeast Alaska, with priority given to Alaska Natives, families with safety referrals, or students known to have high ACEs. Services will be provided in a lottery to all parents so as to ensure that the services are not stigmatized. *STEPS Alaska* will also be able to extend services. Currently, this program is offered from ages zero to three, and through *STEPS* this will be extended to reach zero-to-five year olds. Parents as Teachers staff (Association for the Education of Young Children) will work with the school district Family Partnership Coordinator to build strong relationships with the school and provide individualized support for building assets and reducing risks. Collaboration between schools and Parents as Teachers will fill a gap that currently exists between families and learning institutions. Family relationship building and kindergarten readiness will also be reinforced at summer "Ready for Kindergarten

camps.”. This partnership, along with higher levels of community coordination addressed in *STEPS Alaska* will also allow for families to access the services they need and ensure better alignment with the kindergarten classrooms.

**2: K–12 Solutions:** *STEPS Alaska* will integrate proposed solutions in K–12, providing alternate models for learning and content delivery, including project-based learning (PBL).

**2.1 Transition Support** National and international policy conversations around post-secondary success underscores the importance of successfully transitioning from early childhood to K–12, bolstering language, reading and aiding math proficiencies by grade 3, successful integration into middle and high school, and successful transition into the first and second year of post-secondary studies. For example, a meta- analysis of research on early learning and elementary school research indicates that transitions to Kindergarten and success by 3<sup>rd</sup> grade can strongly influence the course of academic success, employment opportunities, and health indicators (Annie E. Casey, 2010). Similarly, sustaining motivation to learn and the development of aspirations as a student enters 8<sup>th</sup> grade is another crucial transition. Research over the past decade has illustrated that the “transition years” is a decisive turning point for many future dropouts (Neild et. al, 2006). During the transition to middle school academic performance and attendance declined drastically with this group as did the transition to high school and studies have indicated that more than 50% of dropouts could be identified by sixth grade and 80% by 9<sup>th</sup> grade. The high yield risk factors identified have been incorporated into wrap around supports both through Tlingit and Haida and with district family partnership and transition staffing.

Parents as Teachers, school district family engagement specialists, and key support staff within each building will lend support to family engagement and student transition goals. Staff and

family will identify key supports needed during the transitions based on learning styles, performance, community needs, and supportive acceleration courses or tutoring support provided in grades K, 3, 5, and 8/9. This will include: 1) kinder-readiness summer activities; 2) Parents as Teachers relationship development with Kindergarten staff and families; and 3) collective family student health or safety response. In grade 3, additional supports will be provided. Transition and family engagement specialists will continue to maintain relationships with families but will link to more intensive supports by 3<sup>rd</sup> grade, which include reading mentoring, access to after-school STEAM programs, and family/culture programs. In 5<sup>th</sup> grade, family engagement specialists will work with site staff and families to map out the transition to middle school and new expectations for coursework. Another check and assessment of support services and educational interests will be completed in preparation for middle school opportunities. Eighth and 10<sup>th</sup> grade students will be linked into summer bridging programs with unique educational experience to better prepare them for higher education exposure and experience. These programs will be supported by family engagement specialists, families, and staff in each school building.

As high school students gain skills and mastery of learning in subject areas, there continues to be a disconnect between learning, proficiency, and preparation for post-secondary learning. This includes higher-order thinking skills developed in advanced placement classes and skills developed in structured self-directed learning (personalized and project-based learning). Project-based learning is more similar to traditional learning strategies that provide experiential and gradual development of analytical skills. Family engagement specialists placed within local education agencies will support these transitions and ensure that students are enrolled in high level, engaging coursework during school time and afterschool.

In addition to academic skills, students may have limited experience and life skills to support them at higher educational pursuits. More intentional supports are needed to prepare students for decisions and skills during those years (Pell Institute and Penn Ahead, 2015)

**2.2: Inquiry-based Learning focused on Culture, Science, Technology, Engineering, Arts, and Mathematics:** When implemented well, inquiry-based learning and project-based learning (PBL) can increase retention of content and improve students' attitudes towards learning (Barron. 2008; Barron 2003). Project-based learning is a way to engage students and link to place. Sobel (2006) states that the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects across the curriculum increases academic achievement, helps students develop stronger ties to the community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as contributing citizens. Emekauwa (2004) demonstrated the impact of this type of learning on Alaskan students, with particular success with Alaska Native students who have strong connections to place and history. PBL requires several core components to be successful (Darling-Hammond, 2009): 1) carefully calibrated project design; 2) structured student collaboration; 3) assessments that support success; and 4) strong staff networks for professional development. Project-based learning may allow for schools to personalize learning, use 21<sup>st</sup> century skills and integrate on-line and dual credit learning. There is a growing body of research that suggests STEAM programs have significant gains for higher risk students including fewer absences, higher scores on math and science, and increased course participation. Key components for successful implementation include the 1) use of a project-based learning instructional approach to offer engaging, collaborative opportunities for learning; 2) use of technology integrated across the curriculum; and 3) creation of a school culture that is based on trust, respect, and responsibility. In Alaska, we can also build on local knowledge and cultures

blending all of STEAM with the Alaska standards for culturally responsive schools. Together with *STEPS* Alaska schools we will create school-wide system change truly reforming the way education is delivered.

**2.3: Trauma-Informed Schools** Students who have experienced trauma are two-and-a-half times more likely to fail a grade, score lower on standardized achievement tests, experience more expressive and receptive language difficulties, and be suspended or designated special education (Delaney-Black et al., 2002; Sanger et al., 2000; Shonk et. al, 2001 ).

*Adverse Childhood Experiences (ACE) and trauma-informed settings:* Extensive trauma can impact school performance, including lower GPA, higher rate of absences, increased drop-out, more suspension and expulsion, and decreased reading ability. It can also adversely affect attention, memory, and cognition, and reduce a child’s ability to focus, organize and process information. This trauma can interfere with effective problem solving and/or planning, and result in overwhelming feelings of frustration and anxiety (NCTSN de Arellano, 2008).

The National Child Traumatic Stress Network has compiled peer-reviewed evaluations of interventions for children with high Adverse Childhood Experience in the Self-Regulation and Toxic Stress Report 3: A Comprehensive Review of Self-Regulation Interventions from Birth through Young Adulthood (2016). Some of the key findings include social and emotional learning or self-regulation interventions were positive and meaningful impact on a range of child and youth outcomes. On average, as compared with “services as usual” control groups, interventions demonstrated medium effects on self-regulation as well as functional outcomes across a wide range of measures. Effects for parent and teacher skills and behaviors (at younger ages) and for young adult outcomes tend to be moderate to large. Significant effects

in functional domains reinforce the importance of targeting self-regulation to improve wellbeing defined across many domains. Several different intervention approaches showed a positive impact on self-regulation development. The review of evidence-based interventions found no consistent advantage of one type over another (NCTSN de Arellano, 2008), which allows schools and practitioners to choose various avenues for effective interventions and opportunities for combining approaches to maximize results. Neighborhood partners, including school districts, AASB, tribal partners, domestic and sexual violence programs, and other partners will work to establish trauma-informed schools. This will be built on the evidence base around trauma-informed schools, including Positive Behavioral Intervention Supports, Social and Emotional Learning, brain science education, and restorative justice practices.

**2.4: Positive Behavioral Interventions and Supports (PBIS)** There is strong evidence, including more than a dozen rigorous research studies, of the impact of school-wide PBIS on a variety of student and school-level outcomes (Horner, Sugai, & Lewis, 2015) and improved perceptions of school safety. It is also associated with improved reading scores for 3rd grade students. Another RCT study found that PBIS implementation relates to reductions in discipline referrals and suspensions from school among elementary school children and improved 5<sup>th</sup> grade academic performance (Bradshaw, Mitchell, & Leaf, 2010).

**2.5 Social and Emotional Learning** is also a part of a trauma-informed environment and is key to any turnaround strategy. The term “social and emotional learning” (SEL) was established by the Collaborative for Social and Emotional Learning (CASEL) in Promoting Social and Emotional Learning: Guidelines for Educators, 1995, and refers to the process of acquiring and mastering these skills. Social and emotional learning approaches are underpinned by extensive

research, not only on in their impact on ACE and students emotional distress, but also in significant research highlighting the relationships between the development of social-emotional competencies during early childhood and educational outcomes. In a meta-analytic review of SEL programs, social and emotional learning works together with the expectations and routines set through Positive Behavior Supports to actually teach students the social and emotional skills needed to navigate school expectations. Durlak and colleagues (2011) found that, through a meta-analysis of peer-reviewed research, students exposed to an SEL intervention demonstrated enhanced SEL skills/attitudes, positive social behaviors, and less emotional distress.

Furthermore, academic performance was significantly improved with an 11%-point difference between groups on standardized scores. In Alaska, we have aligned SEL approaches with the cultural contexts of the Alaska Standards for Culturally Responsive Schools (Appendix H). Key components include 1) Training for educators and partners on brain science, adverse childhood experiences, and trauma-informed teaching practices; 2) Trauma-informed school plans include with clear leadership guidelines and roles for school staff within the school environment that include modeling, instructional practices, policy changes, and school climate changes; 3) Tools for instruction and integration; and 4) Clear roles for families to heal from trauma and support students in co-regulation. This last component is especially important to ensure that the Alaska Native community is supported in addressing historical trauma within education in Alaska; and 5) Restorative practices.

**2.6 Culturally Responsive Practices** *Culturally Responsive Practices:* While schools in Southeast Alaska have begun to include culture into the curriculum, few evidence-based strategies that have been evaluated for Native American or Alaska Native contexts. However, significant brain research describes students in culturally insensitive or unsafe learning environments as unable to learn. It can be likened to trying to play chess in a hurricane. Many



schools in Alaska have begun to support cultural activities or content in the classroom. However, schools that may separate cultural activities from the core teaching practices and content in the classroom. With *STEPS Alaska*, each school will work key district staff and community partners to 1) incorporate the best research around culturally responsive schools to integrate the content relevant to diverse students' lives, 2) Establish support culturally congruent norms within the schools, 3) Develop opportunities to incorporate students' home cultures and language and teaching methods into school settings, and culturally safe environments (Lee, 2007; Barndhardt, 2005; Hilberg, 2002; Yazzie, 1999). *STEPS Alaska* weaves culture into each of the evidence-based approaches and will create professional development opportunities to support the integration of Tlingit and Haida culture and community. *STEPS partners* will work to balance adaptations needed for local contexts and fidelity requirements for evidence-based strategies by incorporating the core components of each strategy and regional adaptations.

Alaska Native educators, with funding provided by the National Science Foundation and the Annenberg Rural Challenge, have developed the "Alaska Standards for Culturally-Responsive Schools" (See Appendix H). These standards will serve as a tool to review each strategy and approach that is being used. Training will be based on contemporary research, including Hammond (2015) *Culturally Responsive Learning and the Brain* and culture and trauma research from the National Center for Child Traumatic Stress (2015). *STEPS Alaska* solutions will: 1) engage family, community, and leaders to identify barriers and solutions for culturally responsive schools; 2) strengthen connectedness to students and families; 3) build a relationship that includes an understanding of families' cultural backgrounds; 4) consider the impact of culture and inter-generational trauma on behavioral expression; 5) understand cultural norms (how do these align with proposed strategies); 6) assess the impact of cultural views on cognitive processing or reframing; 7) construct a coherent trauma narrative using culturally congruent

methods; 8) highlight ways in which culture may be a source of resiliency and strength; 9) understand cultural teaching practices and cultural content that strengthen neural pathways for higher order thinking; 10) work with decision-makers in each site, including school boards, school district staff, and other organizational partners to host equity assessments; and 11) incorporate language and culture into all subject areas and school activities.

## **2.6 Out-of-School Time Activities- Extended Learning- Summer Programs**

Students will have access to several out-of-school time, extended, learning activities, and summer programs, including Science Technology Engineering and Mathematics activities that are carried out in an engaging way. The wealthiest 20 percent of families spend almost seven times more on enrichment activities outside school for their children than do the poorest 20 percent. Afterschool STEM helps to close this gap by offering engaging learning programs to a diverse range of students. STEM programs will be offered in greatest quantity in the 6-9<sup>th</sup> grades serving as another check and balance for students that are most at-risk of dropping out. The wealthiest 20 percent of families spend almost seven times more on enrichment activities outside school for their children than do the poorest 20 percent Afterschool STEM helps to close this gap by offering engaging learning programs to a diverse range of students. Students engaged in rigorous STEM programs have greater academic goals, graduation, and academic outcomes (Krishnamurthi, 2014; Duncan, 2011, PEAR Institute, 2017) .

Family engagement specialist and 21<sup>st</sup> Century staff will work to ensure that students are enrolled in summer programming. These programs will be available to students to students who have traditionally not participated in or accessed summer programs. All summer programs will include some academic and cultural connectedness components. Pre-K: Kinder-ready summer programs, Culture and STEAM program grades (3-5), STEAM programs (grades 6-9), Youth

Employment Programs (grades 10-12), and summer college programs (Grades 9-12).

**3: *Post-secondary Education and Workforce Preparation:*** While schools in Alaska work closely with students to ensure they reach their high school graduation goals, there are still significant challenges for students enrolling and completing post-secondary opportunities in Southeast Alaska. Fewer than 10% of Alaska Native students in the prioritized schools enroll and complete post-secondary education. Thirty to 80 % of prioritized students' families receive public assistance and have limited experience with post-secondary education. A synthesis of work published by the US Department of Education reported that the most effective strategies within these programs are: 1) encouraging and supporting strong academic course taking preparation for college; 2) using data to assist students in planning; 3) surrounding students with strong support mentors and peers supporting college attendance; 4) helping students engage in the practical steps to college (course completion, application for aid, college visits, applications); and 5) increasing financial literacy and aid awareness. Specific strategies that have evidence of effectiveness after enrolment include: 1) building college success and positive experiences through dual credit and college experience; 2) supporting direct efforts to reduce the need for remediation in the first year of college through summer college and early college programs; 3) engaging faculty in creating a culture of fostering student success.

**3.1: Dual Credit and Alignment** Research indicates that students who take six credit hours or more of college-level courses while in high school have increased rates of college enrollment and higher academic outcomes. This has been confirmed by a review of studies in What Works Clearinghouse. In addition, there is small indication that this may result in greater attainment of four-year degrees. The University of Alaska Southeast has agreed to support dual-credit opportunities in all areas and is working with school districts to deliver university-level courses

and make it possible for high school students to participate in distance or on campus courses. School districts and students in Southeast Alaska have identified some key course areas including fisheries science, education pedagogy, geology, health fields and Alaska Native studies classes that they would like to provide extra support and coordinate timetables for. Additional vocational courses have been identified through the Central Council Vocational Resource Center. These areas are connected to local interest and to employment pathways in the region. University and school district staff have also agreed to work on course alignment during high school to better prepare students for university courses.

**3.2 Summer College and Early College Experience** There is significant evidence (medium to large) through What Works Clearinghouse that early college experiences support students learning during high school. Furthermore early college experiences support access, credit accumulation, high school completion and college degree attainment. This early college component will be an essential approach for Southeast Alaska students.

**3.3 Mentoring and Support** *STEPS Alaska* partners will work together to provide mentoring and support for students. Schools may take slightly different approaches to adjust for geographical realities and exposure to a large number of other graduates. However, each school will adopt the core components of evidence-based career readiness programs. The Juneau school district uses the AVID program. The villages and other schools will incorporate the best practices within *College and Career Ready*, recognized by the WWC as having moderate evidence. *STEPS schools* with the support of AASB and key partners reform schools to align with university and the skills needed to graduate. The key components will include 1) Exposure and information about college from “near peers” and adult mentors; 2) Participation in TED-style college conversations and fairs hosted in the community focused on career and educational pathways, specific students will be encouraged to participate in an early college experience or

dual credit opportunity earning students a minimum of 6 credits; 3) integrating academic content with pathways to education and careers. Specific attention will be given to linking students to health provider, educator, wildlife biologist, geologist, and business skills that can be used for professions in their community; 4) School staff will be supported in community and across the region to link students to technical courses and career pathways.

**4 Engagement:** Engaging students, families, and community are some of the foundational pillars for successfully partnering to achieve student success. There are historical and even current policies that do not support Alaska Native students and their families having a clear voice and pathway to shape their own educational success. To support healing and incorporate student and family voice into the planning of Promise Neighborhood solutions, the Association of Alaska School Boards, First Alaskans Institute, Tlingit and Haida and local education agencies will host dialogues to incorporate family and student input into ongoing planning and improvements. These will build on the dialogues already hosted during the assessment and planning phase over the past year (Appendix H). Additional strategies will be used to amplify voice and engage families and students.

**4.1 Family Engagement** Family engagement is at the core of *STEPS Alaska* and is integrated into each developmental stage within the proposed solutions starting from Parents as Teachers (evidence shared in early childhood), to the dual-capacity framework for family partnership during K–12 (Appendix F), to integrating family partnerships into each of the participating sites, hosting family conversations and community post-secondary preparation banquets and planning opportunities. Schools that succeed in engaging families from very diverse backgrounds share three key practices. They: 1) focus on building trusting collaborative relationships among teachers, families, and community members; 2) recognize, respect, and address families’ needs,

as well as class and cultural difference; 3) embrace a philosophy of partnership where power and respect is shared; and 4) provide opportunities for shared decision making. The Association of Alaska School Boards and First Alaskans Institute have already hosted initial community conversations discussing intergenerational trauma and systemic issues with the schools within the majority of sites. AASB, LEAs, and other community partners will continue these dialogues to ensure a feedback loop not only with the schools but also with *STEPS Alaska* partners. Family engagement specialists and site-based staff-supporting strategies within the dual-capacity framework will tailor approaches that both increase academic achievement and build interpersonal bonds with their child, offer parent-to-parent support, provide peer-to-peer training and networking, and build relationships specifically with the school/community affiliation. The Association of Alaska School Boards and key community partners will host community forums to review data, including school climate and connectedness data and dashboards developed from *STEPS Alaska* workgroups.

**4.2 Student Engagement** Benson and Saito (2001) and the National Research Council and Institute of Medicine, (2002) found positive outcomes for youth involved in youth development activities in the areas of personal and social development, moral reasoning, self-esteem, self-control, motivation, problem—solving, academic. Their research also illustrates some core components or practices included in successful youth engagement. AASB has been investing in this model and supporting schools for more than a decade and will work with *STEPS Alaska* to expand the reach, scope and access points for students most at risk. *STEPS Alaska* will engage students K–12, through in-school and out-of-school-time programs. Youth engagement strategies will vary at each site to reflect the primary needs at each age range and realities within each location. Leadership will focus on developing students 1) suicide/ teen dating violence/bullying prevention programs; 2) youth leadership/ peer mentoring; 3) and cultural leadership programs.

**4.3 Community Engagement** In 2009, the American Institutes for Research (AIR, 2009) evaluated the effectiveness of the lead applicant, the Association of Alaska School Board's Initiative for Community Engagement (ICE). The evaluation found that there was a higher level of academic achievement among Alaska Native Students in ICE schools than in schools that did not have ICE within their districts. The engagement level activities included youth engagement, school climate building activities, and community-driven solutions to help kids succeed. The communities also received trainings on the SEARCH Institute's developmental assets which were adapted for Alaskan contexts. With the Association of Alaska School Board's Initiative for Community Engagement as a lead partner, community engagement will be integrated into solutions and serve as an essential foundation for *STEPS Alaska* work. Specifically, AASB and Central Council will bring together local organizations and LEAs to organize community cafes, to support community coalition work, to implement school climate building/community building strategies, and to support the collective impact process.

**Additional Strategies for Seamless Pipeline of Services:**

**Aligning education and employment:** In 2016, the McDowell Group conducted an economic report projecting employment trends in Southeast Alaska. The projection suggests that there will be job openings and demand in Southeast Alaska's fastest growing sectors: elder services, healthcare and social assistance, oil and gas (includes mining), professional and business services, and leisure and hospitality services will be in high demand. By 2018, there will be 16,000 fewer jobs for those with only a high school degree and 8,000 more jobs will require at least a bachelor's degree. Demand for technical certifications will continue to increase. So, in addition to working to increase enrolment and completion of courses, it is important to make sure that students interested in returning to their rural communities are able to have an accurate understanding of the positions and qualifications that will help them be employable in any rural

community, town, or city-based locale. *STEPS Alaska* will build on the existing Southeast workforce development group bringing in other stakeholders to help ensure that educational opportunities are aligned with projected trends and that dual credit, vocation resources, summer employment programs, and educational mentoring can be guided by student interests and feasible employment in the region.

**Professional Supports:** Through *STEPS Alaska*, AASB and key partners will support schools to choose evidence-based interventions with on-going professional development and technical assistance for school staff. *STEPS Partners* will bring together school and out-of-school partners to understand and identify symptoms of ACE. School staff will strengthen their own skills to support students to manage and navigate emotions, create education plans to support education challenges, consider environmental supports and triggers, and consider routines and practices to create compassion and trauma-informed school environments.

*Trauma Informed School Professional Training & ACE interventions* are most effective when systematically incorporated across settings. Skills must be learned, practiced, reinforced, and deepened over time to develop a self-regulating adult. The NCTSN meta-review of research indicates that a significant component in successful programs includes caregiver involvement through co-regulation. While co-regulation is essential for students of all ages, co-regulation approaches are less frequent after preschool.

*Inquiry Based Learning Professional Development:* Project-based learning has not usually been incorporated into traditional pedagogical training, but is significant to the success of Promise Neighborhoods implementation and student success. Through our assessment and stakeholder interviews with districts, it is clear that many educators have not been trained in this approach to teaching. Recently, several schools have offered summer academies for



school staff to begin integration of culture, arts, technology, and inquiry-based math approaches. As in previous years, these academies and the professional development offered have been held in partnership with tribal organizations, culture-bearers, and experts in instruction. *STEPS Alaska* will allow for additional culture, Science, Technology, Engineering, Arts, and Mathematics (STEAM) professional development and on-going coaching throughout the year.

*Family Engagement Professional Development:* The Association of Alaska School Boards and district family engagement specialists will provide training and support on the dual-capacity family engagement framework. This framework works to build capacity and to practice partnerships with both school staff and families through a peer to peer model.

**(C) Quality of Project Services (i) Increase Access for Underrepresented Groups** (Tribal and Low-Income Youth). A primary focus of this grant is to reverse the disproportional indicators for Alaska Native students (Tribal) and low-income students. This includes boosting the academic and health outcomes for students and their families. *STEPS* partners have been very thoughtful about how to provide a pipeline of services to increase access to early childhood, academic, post-secondary preparation, and prevention efforts. This means an authentic commitment to working together and working to boost access. District family engagement specialists will be key in ensuring that students are referred and families are supported to access key programs and services. However, there are still gaps between the school and community, so these referrals and program connections will also be made by the tribal organization and key non-profits that have access to students and their families. The Navigators, a Central Council program, is a wraparound program that works with Tlingit and Haida students to ensure they receive the services they need, including homework tutors, credit recovery, cultural activities and connections, White Bison-model substance abuse groups, or links to

academic and post-secondary preparation programs. Other strategies to improve participation and relationships include the hiring of Alaska Native family engagement staff within local education organizations and support for integration programming. The programs that are instituted at the K–12 level will be offered to all students, but will emphasize engagement of Alaska Native students and students who have not had family members complete college. Central Council has taken on key roles that will increase participation of tribal youth and their families. For example, Central Council has worked with organizations providing Boys Run, Toowú Klatseen program, and has determined that a greater number of volunteer coaches from the tribe will participate through Central Council program oversight with support from AWARE. **Table 6** Solution Reach and Scope highlights the program participation for each year and **Table 7** highlights the indicator projections for the full population and Alaska Native students. STEPS Alaska partners each have access to various communities or populations. The workgroups and the implementation organization are set up are designed to maximum participation. Tlingit and Haida has relationships and contact information to every tribal member under the compact and will be the lead at delivering key services including a wrap around support for middle and high schoolers. AASB has long-standing relationships with school board members and advisory school boards who are the long-standing community members. Each LEA’s Family Partnership will serve as a liaison between the school and community and will work with students at risk to ensure they have access to both and out of school supports.

**ii. Leads to Achievement of Students:** Educational and health outcomes remain uneven in Southeast Alaska, with a disproportionate burden of negative health, safety, educational, and employment outcomes with rural Tlingit and Haida people. The theory of change and logic model for *STEPS Alaska* takes into account the complex geography and environments within Southeast Alaska and effective turnaround strategies for persistently low-performing schools.

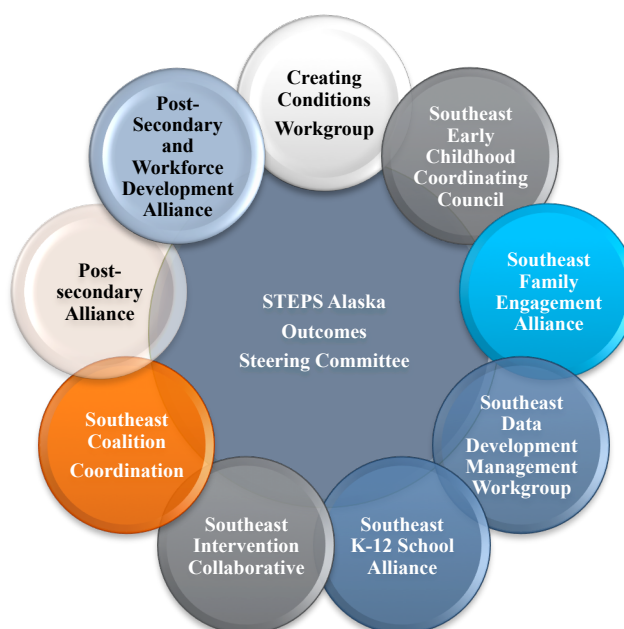
The full continuum of solutions presented here independently and collectively improves the achievement of students using rigorous academic standards, including Alaska’s statewide Performance Evaluation for Alaska Schools (PEAKS) and formative academic assessment tools *STEPS Alaska* works at a deep level to improve academic and health outcomes by addressing intergenerational trauma and systemic inequities, building on the assets and successes of each partner in the neighborhood. Each of the solutions within STEPS Alaska has an evidence base for academic achievement and was a factor in determining the projected academic increase identified in table 8. Estimated gains will be a minimum of 1% in the first year of the project and a significant gain being seen by year 3 to 4. It is estimated that we will see a more than 10% gain in academic performance over the course of this grant.

### iii. Quality Plan for Partnering (*Visions, Theories of Action & Change, and Accountability*)

*Vision:* STEPS partners contributed to the assessment and have a shared vision to improve health, safety, education, and employment outcomes for Southeast Alaskans (supporting tribal students and low-income students).

Each partner has reviewed the theory of change, has contributed to the theory of action and chose specific roles to support the collective impact work, which is which is outlined in **Table 10**. To ensure that there is

**Figure 12: Accountability and Quality Improvement Workgroups**



effective oversight and accountability for *STEPS* Alaska several existing and new coordinating bodies will help with oversight and work with the *STEPS Steering Committee*. Significant consideration has been given to how to best share responsibilities in a way that may be sustainable beyond the life of the *STEPS* grant.

There is an AASB or CCTHITA co-chair for most committees to support the technical assistance and resources needed for any group. Facilitation and co-chair responsibilities are diffused across positions, but the Collective Impact Coordinator will work to connect relevant items across workgroups, organizations, and internally within AASB.

<b>Table 10: Coordinating Bodies and Lead Agencies</b>		
<b>Committee</b>	<b>Chair 1</b>	<b>Chair 2</b>
<b>Southeast Alaska Family Engagement Coalition</b>	Local Family Engagement Specialist (1 year term)	AASB Family Engagement Coordinator
<b>Post-secondary and K-12 Alliance</b>	UAS & District Staff Rotation (1 year term)	AASB ICE Director
<b>Southeast Data Development and Management Workgroup</b>	United Way of Southeast Alaska	Jenni Lefing, School Climate and Connectedness Coordinator
<b>Southeast Alaska Early Childhood Coordinating Council</b>	Association for the Education of Young Children	AASB Family Engagement Coordinator
<b>Southeast Intervention Services</b>	Tlingit and Haida Indian Tribes of Alaska	AASB Collective Impact Coordinator
<b>Southeast Coalition Building</b>	Rotating Coalition Leaders (1 year term)	AASB Collective Impact Coordinator
<b>Workforce Development Task Force</b>	Existing Leadership Protocols	Existing Leadership Protocols
<b>Creating Conditions Council</b>	CCTHITA	AASB ICE Director
<i>Additional learning communities will be supported by Volunteers of America Alaska, Alaska Afterschool Network, youth leadership allies, or other community members.</i>		

Each solution outlined within *STEPS Alaska* has clear leadership for implementation at a local level and well-defined roles for technical assistance, facilitation, and coaching support. Educational leaders, including superintendents and principals, and the tribal president of

Tlingit and Haida are committed to work AASB and more than 30 neighborhood partners and families to support the strategies outlined within *STEPS Alaska*'s collective impact. Each partner has provided a match, worked to align services, and has helped to fill services gaps for a seamless pipeline of services.

The Association of Alaska School Boards and Tlingit and Haida will serve as the backbone for the regional collective impact and will support the work groups in **Figure 12**. These may be convened by another collective impact partner as appropriate. As lead applicants, AASB and Central Council have staff dedicated to work with each work group and individually with organizations to ensure successful collaboration, continuous review of data, and quality improvements. Key positions with the AASB will ensure that each organization provides regular reports for the data dashboard, updates on service provision, and upholds their commitments to the collective impact of *STEPS Alaska*. The roles, specific participation goals, data collection, and other agreements will be outlined in the sub-award contracts with AASB. Reimbursement will be provided quarterly, based on the successful completion of quarterly goals and responsibilities. The Director and Collective Impact Coordinator will check in every two weeks

with school districts and a minimum of monthly with each of the non-profit partners. If the commitment is not being upheld, AASB and Central Council will work to troubleshoot. If there is a persistent inability to perform, the contract will be adjusted or terminated to best meet the needs of *STEPS Alaska* and Southeast Alaska students.

**(D) Quality of the Management Plan (i) Plan Achieves Objectives (Budgets, Timelines, Responsibilities & Milestones):** **Budgets:** The *STEPS Alaska* partners developed a budget and timeline that will both support the *STEPS Alaska* residents and is realistic for the capacity of

each organization. Costs are high in Alaska for supplies, housing, staffing, and travel within the region. This was a consideration when developing the budget. With this in mind, partners worked to keep the cost per student in a range that would be sustainable across organizations after the grant. Each partner identified key resources already available and needed to implement the solutions and to support the collective impact process of *STEPS Alaska*. This has been compiled through earlier assessments, collective impact meetings, and stakeholder interviews.

*Key Milestones-Appropriately Timed:* **Table 6 and 7 on page 25 and 26** highlight the gradual expansion of programs and the milestones for each year including six months of planning in year one and intentional planning time in year 2. **Table 11**, below, highlights the steps that will be taken to initiate or expand on each solution during the first year of the grant. This will be the time-frame to map out any additional supports that are need for capacity-building and for laying the building blocks of the project. Years 2-5 of this project will focus on the foundation and continue to expand capacity and use rapid data assessment to make quality improvements and expand access to students in greatest need of services. An expanded timeline is included in Appendix F.

		<b>Table 11: Initial Milestones and Timeframe</b>
<b>1: Early Childhood</b>		<ul style="list-style-type: none"> <li>• <i>Convene Southeast Early Childhood Coordinating Council together and review plan for year 1 targets, data needs, and new assets since assessment (month 2-8 intensively and then monthly throughout in year 1-5)</i></li> <li>• <i>Hiring of new staffing- family engagement positions, SEL champions, parents as teachers staff, data specialist, and collective impact staff (By month 3)</i></li> <li>• <i>Initiate and Schedule on-line courses for childcare providers (By month 3)</i></li> <li>• <i>Parents as Teachers Program Expansion 3-5 (initiate in month 3) Expand to Hoonah</i></li> <li>• <i>Family Engagement In- Person Cohort Meeting (month 3, annually)</i></li> <li>• <i>Family Engagement Online Learning Community (month 4, bi-monthly)</i></li> <li>• <i>Early Childhood Data Dashboard (month 4)</i></li> <li>• <i>Gold Teaching Cohort Training (month 5 and semi-annual)</i></li> <li>• <i>Parents as Teachers Prince of Wales Hyaburg / Craig (By month 6 and 8 )</i></li> <li>• <i>Establish training dates and modalities for childcare certification and infant child mental health training (By month 6)</i></li> <li>• <i>Finalize and implement family engagement schedule (By month 6)</i></li> <li>• <i>Distribute Early Childhood Materials at Cultural Activities (initiated within 6 months)</i></li> <li>• <i>Initiate Ready for K events (month 9)</i></li> </ul>
<b>2: K-12 Solutions &amp; Post-Secondary Prep</b>		<ul style="list-style-type: none"> <li>• <i>Convene Post-Secondary Alliance (month 1); Southeast Schools Alliance Committee (month 3); Creating Conditions Coordinating Council (month 2) and Workforce Development (month 2) then monthly to review progress on solutions and supports. Review plan for year 1 targets, data needs, and new assets since assessment and then monthly review.</i></li> <li>• <i>Hire new positions, adjust job-descriptions, and negotiate contracts (By month 3)</i></li> <li>• <i>Refine plan for middle college, summer college and early college (by month 3)</i></li> <li>• <i>Expand access to credit recovery, vocational and career training (month 3)</i></li> <li>• <i>Develop work-plans with integration specialist (By month 4)</i></li> <li>• <i>Set dates for planning meetings for social and emotional learning/trauma-informed schools (by month 4)</i></li> <li>• <i>Plan with integration specialists and key leaders in inquiry-based learning (month 4)</i></li> <li>• <i>School climate and connectedness data review and planning workshops (month 4)</i></li> <li>• <i>Establish alignment meetings with school staff and university faculty (month 5)</i></li> <li>• <i>Establish professional development schedule and grade champions (by month 5)</i></li> <li>• <i>Establish dual credit course scheduling and availability (month 6)</i></li> <li>• <i>Begin work on equity scan and policy review (begin month 6)</i></li> <li>• <i>Put into place summer STEM, STEAM and Culture (month 6)</i></li> <li>• <i>Initiate summer college, summer programs, and early college (month 6 and 8)</i></li> <li>• <i>Put into place afterschool enhancements (month 7)</i></li> <li>• <i>Expand mentoring and tutoring programs (by month 8)</i></li> <li>• <i>Put into place post-secondary near peer support (by month 8)</i></li> <li>• <i>Establish middle college (by year 1)</i></li> <li>• <i>Expand Summer Youth Employment and mentoring (month 5 and 17)</i></li> </ul>

Engage & Prevent	<ul style="list-style-type: none"> <li>• <i>Southeast Engagement Alliance (month 3) and Southeast Prevention and Intervention (month 2) then monthly to review progress on solutions and supports. Review plan for year 1 targets, data needs, and new assets since assessment and then monthly review.</i></li> <li>• <i>Identify families and youth at each school for program participation (by month 4)</i></li> <li>• <i>Hire staffing to support expansion (by month 3)</i></li> <li>• <i>Convene tribal organizations, schools, and non-profits to maximize youth leadership and engagement support and plans (month 3)</i></li> <li>• <i>Expand wrap around services in Juneau (month 4) and across neighborhood (month 9)</i></li> <li>• <i>Expand Girls on the Run and Boys Run (month 4)</i></li> <li>• <i>Expand cultural connectedness activities (month 5)</i></li> <li>• <i>Community dialogues (each site within 6 months: twice annual varies by location)</i></li> <li>• <i>Ted-style talks and post-secondary celebrations (month 5, month 17 and annual)</i></li> <li>• <i>Expand Sources of Strength (month 7)</i></li> <li>• <i>Dual capacity family engagement training and strategies implemented (by month 7)</i></li> <li>• <i>Expanded and coordinated youth engagement efforts (by month 9)</i></li> </ul>
Collective Impact & Coordination	<p><i>Many of the collective impact workgroups are already in progress, but time will be spent with each workgroup reviewing group norms, objectives, roles, and data assessment protocols. Each group will meet monthly for the first year to review progress. Some groups may move to every other month after year one if programs are on track. The timelines are staggered for AASB and Central Council staff participation. Times were also developed based on staff readiness and need for lead time for additional planning to implement solutions. These will be initiated in the months outlined below.</i></p> <ul style="list-style-type: none"> <li>• <i>Steering Committee (month 1)</i></li> <li>• <i>Southeast Post-secondary Alliance (month 1)</i></li> <li>• <i>STEPS Alaska Data Systems Workgroup (month 1)</i></li> <li>• <i>Creating Conditions for Learning Workgroup (month 2)</i></li> <li>• <i>Early Childhood Coordinating Council (month 2)</i></li> <li>• <i>Southeast Family Engagement Alliance (month 3)</i></li> <li>• <i>Southeast Prevention and Intervention Services (month 3)</i></li> <li>• <i>Southeast Schools Alliance (month 4)</i></li> <li>• <i>Workforce Development Group (with post-secondary alliance)</i></li> </ul> <p><i>Several Data dashboards for each committee will be developed within the first 5 months. These data dashboards will eventually be a part of the integrated data system.</i></p>

*Responsibility:* **Table 12** (along with the table provided in Appendix F) highlights the roles and responsibilities of each organization. These roles are explained in greater detail in Appendix B including resumes for each position. AASB will serve as the backbone and will work with partners at Tlingit and Haida to support decision-making and integration of *STEPS* solutions. Contracts will be developed with each partner to outline and confirm their roles and responsibilities upon award.



**Table 12: Roles of Partners Planning, Implementation, and Evaluation (Data system)**

	Early Childhood						K-12 & Post-Secondary Solutions												Engage & Prevent						Coordination						Data System																				
Solutions	PAT 0-5	PRE- K	Headstart	Childcare Support	Kindergarten-Ready	Reading Programs	Asset Building	STEM/STEAM- PBL	Pro-fessional Dev.	Course Alignment	Afterschool	Reading & Homework	College Experience	Equity Audit	CR Integration	Trauma Informed	Summer Programs	School Climate Build	Dual Credit Path	Vocational Track	PS Mentoring	Summer Employment	Boys Run	GOTR	Obesity & Nutrition	Navigators Wrap-around	Ed	Family Support Teams	TED-style PS Family	Community Dialogues	SE Early Coordination	SE K-12 Schools & PS	SE Family Alliance	Creating Conditions	Workforce Task Force	Intervention- Prevention	Steering & CI Committee	Data Coordination	Univestib Pro	Financial Aid	Employability	Community Eng									
	Partner Organizations: X																						Lead: *																												
	AASB ICE	X	X			*		*	X	*	X		X	*	X	*	X		X		X	X			X	X	*	*	X	*	X	X	*	*	X	X	*	*					X	X							
	CCTHITA			*	*	X		X				*			X	X	*		X	*		*		*	X	X	*	X		*	X	X	X	X	*	*	X					X									
	AEYC- SE	*			*	X	*	X									X							*	X	X			X		*		X			X	X	X		X											
	LEAs			X					*	*	*	X		*	*	*	X	X		*	X	*		X	X	*	X		*	X	X	X	X	X	X		X	X	X												
	JSPC								X							X							X	X		X	X					X		X	X	X	X	X													
	AWARE/SAFV								X							X	X		X	X		X	X	*	X	X	*	X					X		X	X	X		X												
	VOA- DFC								X								X	X					X	X		X	X					X	X		X	X															
	Grantee									X																	X	X					X	X		X	X														
	City of Juneau										X					X	X					X	X				X	X		X			X		X	X	X	X													
	Local Tribes	X				X	X	X	X	X		X	X		X	X	X			X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X												
	Haa Aani																		X	X	X	X							X				X		X									X							
	SEARHC											X							X	X	X	X				X	X							X		X								X							
	United Front										X					X	X					X					X	X		X		X		X		X		X						X							
	UW of SE											*						X				X				X	X				X		X			X	*														
	University (UAS)							*	X	X		*			X	X	X	*	X	X	*		*				X	X		X	X		X	X			X	X													
	Panorama																																				X														
	AMHB				X											X																X		*				X					X								
	SOA EED	X	*	X	X				X	X	X																				X	X		X											X						
SOA CDVSA							X		X																		X							X		X															
SOA HSS																							X	X	X								X		X																
Afterschool Network							X	X	*						*	*								X	X		X				X		X						X	X	X	X	X	X							

**ii). Collecting and Using Data:** AASB and the Central Council will jointly convene the *STEPS* Steering Committee and AASB will convene the Southeast data systems committee bringing together LEAs and community partners to monitor the progress of *STEPS Alaska*. The Data Systems committee will oversee the development and enhancements of data collection systems and reporting of data. This means understanding the data needs of each group and the overall indicators of steps Alaska. Indicators, along with data collection frequency and mechanisms are noted in **Tables 7 and 8**.

The Steering Committee will use rapid data assessment and to monitor the progress of the *STEPS Alaska Solution*. Work groups will focus on implementing priority solutions seamlessly, collecting quantitative and qualitative data, and making recommendations on data system needs to the designated data workgroup. **Figure 13** shows some of the primary data use principles.

**Figure 13: Data Collection, Use, and Review**



Diagram highlights key activities for data collection and data management.

The data system will expand on our existing interactive platform supported through Panoram Education Services. This will include student and populations level data that can be viewed in an aggregate and disaggregate form. Data will be compared to control schools.

*Key Staff for Data Support:* The Data Systems and School Climate Coordinator will work closely with the Collective Impact Coordinator, the Initiative for Community Engagement Director, Family Engagement Coordinator, and Central Council Data specialists to collect and collate data, develop tools for reviewing and analyzing data, and support groups and organizations to make adjustments based on data. These staff members will also be the team that works closely with the data system developers and the Southeast Data Systems workgroup.

*Data System Integration:* Through collaboration over the past several years, partners have expressed an interest in a system that can be used across the region or state. Several organizations have considered centralized data management but did not have the resources or the technical capacity to take on this endeavor. Since August 2016, AASB has been working with Panorama Education Services to create data solutions for the school climate and connectedness survey (administered for more than a decade in over 30 districts). This new platform is accessible to the public and also accessible in the presentation of data including info-graphics, searchable queries by student category, and other integrated data sets. AASB's School Climate platform has been praised by both schools and community partners for easy access to the data. A public link to the statewide results can be seen here [Alaska Statewide Link](#). AASB will work with Panorama Education Services and workgroups to develop a user-friendly and reliable data system with various privacy settings. AASB will work with United Way of Southeast Alaska to host and oversee the data collection and data system in a way that is similar to Harlem Children Zone, a transparent delivery platform offering a public and private link to Southeast Alaska data.

For many years, AASB has had data sharing agreements with the Alaska Department of Education and Early Development and local education agencies to provide integrated snapshots illustrating the relationship between two or more data sets. With new technology and data

**Table 13: Data System Development**

**YEAR 1 Data System Development and Data Monitoring**

- Build on data maps to understand gaps.
- Staff and workgroups develop timeline for data collection and dashboard development.
- Create policies to comply with federal, state and organizational regulations.
- Update data sharing agreements.
- Work with evaluators and partners to develop data collection mechanisms to address gaps.
- Work with end users to expand platform features and establish usability.
- Support each committee and key staff to use dashboards and data for tracking and improvements (including data system training and data use tools).
- Map relevant variables across data sets

*(Real-time data platform to be completed by month 12)*

**Year 2-5 Data System Management and Monitoring**

- Enhance database to integrate additional data and support end users.
- Clean and standardize new data sets.
- Manage data platform to document outcomes.
- Host data user workshops for partner organizations and communities.
- Monitor and work with partners to ensure data quality and monthly reporting.
- Continue site visits and workshops for data analytics and data system improvements.
- Modify dashboard to interface with platform
- Develop tools for data dissemination, visualizations at conferences and to share with funders and the public.

management systems much of this data can be both protected and accessible. The *STEPS Alaska* Steering Committee and data workgroups will guide and course-correct the development and reporting generated from the new platform. Some of the key steps are outlined in **Table 13**.

*Continuous Quality Improvements:* As a part of the Memorandum of Understanding, partners agree to collecting Promise Neighborhoods indicator data. Data will be provided monthly to the Association of Alaska School Boards. When the coordinated and interactive data system is completed, reports and dashboards will be able to be automatically generated from the platform.

Until the system is completed, the AASB Data Specialist and Collective Impact Coordinator

will put a monthly indicators dashboard to be shared on the Association of Alaska School Boards website, with the *STEPS Alaska* Steering Committee, and with the relevant workgroup overseeing progress on each solution. This will be a tool used for technical assistance and coaching with each

organization to support their continuous quality improvement.

*Accountability to Families and Students:* AASB and Central Council will host family dialogues and community conversations, creating a space for family driven-solutions within this grant.

These dialogues will be held a minimum of two times a year and will provide an opportunity to share updates and data. AASB will also work closely with schools to collect annual school climate and family surveys in each community to understand the progress of the Promise Neighborhoods grant. The data collected through these mechanisms will be compiled by AASB's staff and fed back to each workgroup to incorporate into the quality improvements.

**Figure 13** illustrates the details of the iterative data collection, review, and action planning used within *STEPS Alaska*. This data will also be one of the sources of information to work for sub-grantees and workgroups to adjust their implementation plans as agreed upon in the MOU and funding awards. Several key activities have been identified support workgroups, program managers, and lead partners in reviewing and using their data for tracking progress on outcomes, quality improvement, and dissemination.

**E. Adequacy of Resources i) Reasonable costs per person served:** The prohibitive cost of serving isolated rural students and families is a true barrier in the region. Rural communities operating independently often do not benefit from the economies of scale in urban communities and do not maximize the impact with transient families within the region. Working across this defined geographic area involves boat or small plane travel, inflating the costs for each student. In addition, the trauma experienced is entrenched. However, without investing comprehensively, inequities persist and the long-term costs escalate even further within the health, education, corrections, housing and behavioral health fields. **Table 14** shows the costs of the project. On average, it costs \$20,000 a year to deliver education to one student in Southeast Alaska, with early childhood ranging closer to \$50,000. These additional

costs 2-10% are reasonable costs for improving educational outcomes and are low costs considering both the geography and history of rural and remote communities within Alaska. Southeast Alaska's current trajectory would result in billions of dollars of expenses from state and federal funding to address health, safety, justice, and educational interventions. *STEPS Alaska* solutions will have long-term impacts on behavioral health, domestic and sexual violence, chronic health, education and employment outcomes. The comprehensive supports provided through *STEPS Alaska* are provided at a reasonable cost for the region and will work to redress hundreds of years of suppression and abuses to the Tlingit and Haida people.

Approximately 4,800 students are in the prioritized schools, with 1,958 students Alaska Native and almost half low income. There are an additional 600 families with children under the age 5. There are 2,891 students attending Southeast Alaska. Low income and Alaska Native students will be the priority with all solutions. With approximately six months of planning and preparation, fewer students in year one. As we build capacity and develop more economies of scale costs will reduce and will be at sustainable levels by the end of the grant.

**TABLE 14: STUDENTS SERVED AND COSTS (minimum numbers provided)**

	AN Pre K-12	Post-Sec. Students	All Pre K-12	Families/ Partners	Total Cost/ Per Person
<b>YR. 1</b>	900	124	800	400	\$5,289/\$3,526
<b>YR. 2</b>	1100	154	2000	900	\$1,964/ \$1,656
<b>YR. 3</b>	1520	300	2600	950	\$1,459/ \$1,113
<b>YR. 4</b>	1450	500	3000	960	\$1,208/948
<b>YR. 5</b>	1900	700	4000	980	\$900/\$744
Totals	6,170	2,415	12,400	4,190	Avg: \$1,880

**(ii) *Resources to Operate Beyond the Grant (commitment, feasibility, and multi-year plan)***

*Commitment:* Central Council, the Association of Alaska School Boards, and *STEP* partners are committed to sustaining *STEPS Alaska* efforts. *STEPS Alaska* multi-year sustainability plan includes aligning goals and funding streams, integrating positions and practices, using data and dialogue to develop program loyalty and support from *STEPS* partners, the State of Alaska, and new funders. Partners already anticipate using the data collected from *STEPS Alaska* to leverage additional state and federal resources. Appendix D also includes letters of support and a multiyear plan outlining funding directed towards *STEPS Alaska*. This includes funding commitment from non-profits, LEAs, local government, tribal organizations, and state governmental organizations. Ten percent of matching funds are from the private sector, philanthropic organizations or from revenue generated within non-profits through services and individual donations.

*Alignment and Feasibility:* This project will be a 5-10% increase per student with a 2.5% direct cost to school districts. Without significant cuts to education and the reduced costs of this project over time, it is feasible that districts will be able to plan for and bear the cost increase per student in five years' time to continue successful solutions for Promise Neighborhoods. In addition to leveraging new funds from the private sector, an emphasis was placed on using funds that we can rely on in the state and federal context to create seamless cradle-to career-solutions. This alignment is sustainable for many years beyond the scope of this grant and will create the habit of practice that is necessary for breaking down silos and having the most impact on the corridor. The *STEPS Alaska* collaboration, and funding alignment, is a significant accomplishment in the financially challenging times we face in Alaska. This collective impact approach is also the most effective strategy for Alaska, a state with few large industries or philanthropic organizations.

*Integration of Positions and Practices:* Some of the costs included in *STEPS Alaska* will diminish after five years of funding. *STEPS Alaska* concentrates on creating a culturally responsive, trauma-informed and family-centered culture within the school and community Pre-K–16. *STEPS* partners envision reduced costs over time as schools and districts establish norms for culturally responsive practices, dual capacity family engagement strategies, team approaches for asset and risk review, trauma-informed/social and emotional learning environments, and high-quality preparation for post-secondary opportunities. The training needed for this work in years 6–10 of the project can be incorporated into existing professional-development funding and responsibilities with district staff. Ultimately, these practices are infused in teaching frameworks, policies, and school-based evaluation standards resulting in few long-term costs.

While there will be higher startup costs for various aspects of implementation, data collection and data systems during years 1–5 of this project, during years 6–10 of the project, positions can be incorporated into existing roles. For example, the Data Specialist and School Climate Coordinator position will be combined into one. Collective impact will be incorporated into the role of the ICE Director and one key staff supporting both implementation and coordination. Once key systems are developed and under way it will be easier to combine responsibilities.

*Loyalty and Buy-in from Funding Partners:* The findings from *STEPS Alaska* can provide significant information for many districts in Alaska and other Native American communities. By centralizing data, partners can work together on rapid data response in collective planning beyond the life of this project. Throughout the five years of this project, we will work together on evaluation and develop a loyalty to the effective solutions being carried out through the neighborhood to support the successful components of Promise Neighborhoods in years 6–10 of the project. Our partners have access to legislative, state, tribal, education, and community



platforms to disseminate findings and leverage funding for successful solutions.

AASB and key partners already work closely with state agencies, including the Alaska Departments of Public Safety, Health and Social Services, and Education and Early Development. Each organization has provided letters of support and match funding, and has agreed to partner to support the long-term investment for *STEPS*. The University of Alaska Southeast and Haa Aani also work closely with tribes and governmental partners on workforce development and post-secondary preparation. Lessons learned from *STEPS* will be shared with these groups to leverage support for successful solutions. This data and demonstrated effectiveness of evidence-based solutions can leverage funds across our state and nation.

**(iii) Existing neighborhood assets that will be used to implement pipeline services**

*(programs supported by Federal, State, local, and private funds)* *STEPS* is a partnership focused on the collective impact on Southeast Alaskans. It is working across villages and hub communities on collective impact for Alaska Native and rural students. Partners are committed to strengthening health, education, safety, and employment outcomes to address the needs of students.

Having conducted a scan and assessment over the past year, it is clear that there are many assets to build on in the Southeast neighborhood and that families could benefit from a better alignment of services. **Table 15** illustrates many of the existing programs and assets in the region.

Appendix G highlights the community conversations and information compiled for our regional scan.

**Table 15: Existing Neighborhood Assets**

Existing Programs	Funding Streams
<ul style="list-style-type: none"> <li>• Head-start</li> <li>• Parents as Teachers (0-3)</li> <li>• AK EED Early Childhood Grants and Support (uneven)</li> <li>• Childcare Certification and Training (CCTHITA, AEYC, Thread)</li> <li>• Infant Mental Health Training</li> <li>• Baby Raven Reads</li> <li>• Best Beginnings/ Imagination Library</li> <li>• Kinder Transition Programs (uneven)</li> <li>• School Food and Nutrition Programs</li> <li>• Playworks</li> <li>• United Way Reading Buddies</li> <li>• Acceleration Programs</li> <li>• Social and Emotional Learning Champions (uneven)</li> <li>• Cultural Programs &amp; Culture Camps (12)</li> <li>• Afterschool Support (Alaska Afterschool Network)</li> <li>• Adverse Childhood Experience (education)</li> <li>• Navigators (wrap around services for tribal youth)</li> <li>• Girls on The Run/Boys Run/Sources of Strength</li> <li>• AVID</li> <li>• STEAM Funding and Programs</li> <li>• On-site College Experience (minimal)</li> <li>• Project-Based Learning</li> <li>• Community Dialogues</li> <li>• School Climate and Connectedness Survey and Data Collection System</li> <li>• Youth Leadership</li> <li>• Family Survey</li> <li>• Triple P Parenting</li> <li>• Initiative for Community Engagement</li> <li>• Summer Employment Program</li> <li>• First Alaskans/AASB Dialogues</li> <li>• Central Council Vocational Resource Center and Services</li> </ul>	<ul style="list-style-type: none"> <li>* US Department of Education</li> <li>* US Department of Health and Human Services</li> <li>* Alaska Department of Education and Early Development</li> <li>* Alaska Department of Health and Social Services (many)</li> <li>* Alaska Department of Public Safety</li> <li>* Alaska Department of Labor</li> <li>* Indian Health Services</li> <li>* Alaska Mental Health Trust</li> <li>* Foundation: Alaska Children’s Trust, Rasmuson, Crossett Fund, Charlotte Martin Foundation, Robert Wood Johnson Foundation, Mott Foundation, Juneau Community Foundation</li> <li>* University of Alaska Southeast (private)</li> <li>* Association of Alaska School Boards (membership dues)</li> <li>* City and Borough of Juneau/Douglas</li> <li>* Hydaburg City</li> <li>* Sitka City</li> </ul> <p><b>Regional Strengths:</b></p> <ul style="list-style-type: none"> <li>* Best Beginnings Early Childhood Coalition</li> <li>* Juneau Violence Prevention Coalition</li> <li>* Juneau Raising Our Children CI</li> <li>* United Front CI</li> <li>* Pathways to Prevention</li> <li>* Kake DVTF</li> <li>* Southeast Regional Workforce</li> </ul>

<ul style="list-style-type: none"> <li>• Temporary Assistance to Needy Families Programs</li> </ul>	Development Task Force * Haa Aani Employment Alignment * Southeast Clan Conference
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Partners are committed to improving the well-being of Southeast Alaskans and had little hesitation to align funding to support the solutions included within this proposal. *STEPS Alaska* fits within absolute priority 2 (rural) and 3 (tribal students) and per the federal register is only required to make a 50% match. *STEPS* partners are requesting \$21,157,297 to put towards solutions in this project. There are few private sector and philanthropic organizations in Alaska, however, partners are dedicating more than \$30,000,000 to the proposed solutions over 5 years (See Appendix D). Approximately two-thirds are state resources, 10% are non-profit and private contributions, and another 5% are local government resources. The letters of support and MOUs outline the role of organizational partners and how they will dedicate key resources to the *STEPS Alaska* solutions (Appendix C & D). Appendix D also provides an overview of the source of matching funds. In addition to the existing financial and in-kind support, partner have agreed to work together to seek additional funds to support partner and community solutions for the grant period and beyond. These requests are under review with decision-making boards and will be leveraged upon award. An additional \$500,000 financial match is expected upon award. AASB and Central Council have extensive networks and experience to build on community relationships, LEA relationships, community organizations, and tribal partnerships. If the resources from each of these organizations were better coordinated, it would be possible to more effectively support Southeast Alaska students and families reach their full potential.

Each partner is aligning and contributing federal, state, local government, and philanthropic funding. Each organization will align current priorities with *STEPS* and how we can use these resources more efficiently. The *STEPS* committee and work groups are comprised of residents,

leaders, and decision-makers within the corridor, including Tribal council, drug-free community partnership, coalition leaders, families, and local government employees. Each priority school and student population is represented on the committee as well. Tribal councils, tribal health, and Alaska Native non-profits will have leadership roles on each committee. The work group liaisons will serve on this committee to communicate across groups. The steering committee and the work groups will troubleshoot barriers to implementation, engagement, and evaluation. Each work group will also have a direct mechanism to request policy or program advocacy support.

AASB brings experience with data collection, dissemination, and school/community bridge building and has an established reputation in the state as a quality technical assistance provider to both community and school staff. AASB also has established relationships with each school board and advisory school board within the Southeast Corridor and is the go-to organization for school board planning and policy. AASB's Initiative for Community Engagement has more than two decades of experience working with families and partners and has recently co-hosted community conversations to address racial equity and educational equity. These dialogues provided an opportunity to build strong relationships and begin community healing from boarding school and educational system injustices. Within these conversations, community members identified specific approaches and components that would improve relationships, relevance, and impact of the schools. These conversations are integrated into the solutions and will allow for input and a regular feedback loop to assist with continuous quality improvement.

***Competitive Preference 2 & 3: Competitive Preference 2: Drug Free Communities (DFC)***

*Support- STEPS Alaska includes an MOU with a Drug Free Community Partner (Volunteers of America Alaska, Healthy Voices, Healthy Choices Coalition (HVHC)) that addresses Opioid Abuse*

*Prevention.* Per the objectives of the grant, *The Healthy Voices, Healthy Choices Coalition (HVHC) convened by Volunteers of America Alaska*; will prevent and reduce youth substance use by implementing the following strategies: promoting the choice of healthy behaviors; changing the conditions that allow youth to have easy access to alcohol and drugs; changing family and community norms tolerant of youth using alcohol, helping youth make healthy choices about alcohol and prescription medications, empowering youth and adults to seek help for breaking their addictions, and mobilizing community partnerships to identify and solve alcohol and drug related problems. A signed MOU is attached in **Appendix C and Appendix D**.

***Competitive Preference 3: Evidence-Based Strategies:*** The *STEPS Alaska* proposal is based on the evidence and incorporates strategies that meet the highest standard of strong evidence and a strategies of moderate evidence within What Works Clearinghouse. Promising strategies were used when there is not enough significant research on any strategies to address a specific indicator in a culturally specific context. Evidence is included in **Table 10** and with more extensive documentation in **Appendix G**.

This proposal meets fits within 1, 2, & 3: 1) This proposal includes a Promise Neighborhood Plan; 2) Includes Promise Neighborhoods in Rural Schools (five rural LEAs); 3) Includes Promise Neighborhoods in tribal communities (Priority Tlingit and Haida Students); STEPs Alaska will serve rural tribal students (Tlingit & Haida) and rural students who come from families with low income.

## PROMISE NEIGHBORHOODS ABSTRACT FORM

Applicants must fill out this form electronically, "Save As" a .PDF, and upload the generated .PDF as the Abstract Narrative Form.

1. Project Title:

2. Applicant Name:

3. City/Town in which the neighborhood is located:

4. State in which the neighborhood is located:

5. Zip Code in which the neighborhood is located:

6. Eligible Applicant Type:

7. What is the total Federal dollar amount requested?

8. What is the amount of matching funds that will be provided by the applicant?

9. In 2000 characters or less, please provide a brief description of the proposed project. Be sure to include a summary of (1) the need in the neighborhood proposed to be served; (2) a strategy to build a continuum of solutions with strong schools at the center; and (3) the applicant's capacity to achieve results.

10. What geographically defined areas does the applicant plan to serve (as defined in the notice)?

☐

AP 1 – proposes to serve one or more rural communities that are neither rural or tribal.

☐

AP 2 - proposes to serve one or more rural communities only (as defined in the notice).

☐

AP 3 - proposes to serve in Tribal communities (as defined in the notice).

11. What is the competitive priority under which the applicant intends to apply? (Choose up to 4)

☐

Priority 1: Byrne Criminal Justice Innovation (BCJI) program

☐

Priority 2: Drug Free Communities (Opioid Abuse Prevention) Program

☐

Priority 3: Evidence-Based Activities, Strategies or Interventions

☐

Priority 4: Promise Zones

12. Identify the name of the school(s) to be served. To find the NCES number, go to <http://nces.ed.gov/ccd/schoolsearch/>.

Name of School


NCES School ID Number


If there are more than 8 schools being served, please list them here with a semicolon separating each location. Also, include the NCES number.

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13. Identify all partners that are described in the application and that have a MOU with the applicant.

A.

C.

E.

G.

I.

K.

B.

D.

F.

H.

J.

L.

If there are more than 12 partners, please list them here with a semicolon after each partner.

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